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ABSTRACT

This teaching guide for a grade 8 social studies course presents six units on American society. The following main ideas represent the units: (1) Institutions tend to undergo continuous change (Colonial period). (2) Changes result from dissatisfaction with the status quo, and attempt to dispell the dissatisfaction (Revolutionary War period). (3) Divergent ways of life tend to compete for available resources and political power (conflict between North and South). (4) As a society changes from agricultural to industrial, new institutions arise to deal with these changes. (5) Men seek to improve their conditions through obtaining those rights they consider essential to their welfare. (6) A nation affects and is affected by the nations with which it interacts. The objectives of the curriculum, 11 key concepts to be studied in all grades, and 19 behavioral objectives to be attained in grade 8 are listed. Strategies for teaching attitudes and cognitive skills are given; and "organizing ideas," suggested learning activities, notes for teachers, and evaluation exercises are provided for each unit. (LH)

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The TABA Social Studies Curriculum Project

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THE TABA SOCIAL STUDIES CURRICULUM

Grade Eight—UNITED STATES—CHANGE, PROBLEMS, AND PROMISES

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KEY CONCEPTS IN THIS CURRICULUM

This Teacher's Guide for Grade Eight is part of a curriculum developed for teaching social studies in the first through eighth grades. Basic to this curriculum are certain key concepts which represent highly abstract generalizations selected from the social sciences for their power to organize and synthesize large numbers of relationships, specific facts, and ideas.

These key concepts are treated again and again throughout the eight grades. Thus, as the student's own experience broadens and his intellectual capacities develop, the curriculum provides him with repeated opportunities in a variety of contexts to develop an increasingly sophisticated understanding of these concepts.

CAUSALITY

Events often can be made meaningful through studying their antecedents. Hence, to some extent, future events can be predicted.

Events rarely have a single cause, but rather result from a number of antecedents impinging on one another in a given segment of time and space.

CONFLICT

Interaction among individuals or groups frequently results in hostile encounters or struggles.

Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

There are culturally approved and disapproved means for resolving all varieties of conflicts.

Irrational conflict is reduced by recognition of the inevitability of differences and of the difficulty of determining their relative value.

In most situations, some form of compromise is necessary because of the serious consequences of sustained conflict.

COOPERATION

The solution of important human problems requires human beings to engage in joint effort.

The more complex the society is, the more cooperation is required.

Cooperation often requires compromise and postponement of immediate satisfactions.

CULTURAL CHANGE

Cultures never remain static, although the context of the change (economic, political, social, and technological), the speed of the change, and the importance of the change, vary greatly.

Cultural change is accelerated by such factors as increased knowledge, mobility, and communication, operating both within and between cultures.

DIFFERENCES

The physical, social, and biological worlds (including human beings and their institutions) show extreme variation.

The survival of any species depends on these differences.

Conflicts and inequities often result from assigning value to particular categories of differences, such as white skin or high intelligence.

INTERDEPENDENCE

All persons and groups of persons depend upon other persons and groups for satisfaction of needs.

Behavior of each person and group affects other persons and groups in important ways. These effects on others are often indirect and not apparent.

MODIFICATION

As man interacts with his physical and social environment, both he and the environment are changed.

Man has often exploited his physical environment to his own detriment.

POWER

Individuals and groups vary as to the amount of influence they can exert in making and carrying out decisions which affect people's lives significantly.

As a strong motivating factor in individual and group action, the desire for power often leads to conflict.

SOCIETAL CONTROL

All societies influence and attempt to mold the conduct or behaviors of their members. The techniques used include precept, example, and systems of reward and punishment; the specifics of those techniques vary greatly from one society to another.

Marked differences in child-rearing practices often exist among societies.

All societies have some way of punishing adults who do not conform to established ways. The means of punishment include ridicule, shaming, and ostracism, as well as physical punishment and execution.

Written laws are an attempt to clarify the rules by which society operates and to promote an impartial treatment of its members.

Everyone belongs to many groups with overlapping membership, different purposes, and often conflicting demands on members in terms of duties, responsibilities and rights; each, by exerting social controls, shapes the personality structure and behavior of its members.

TRADITION

Societies and the groups and individuals within them tend to retain many traditional values, attitudes, and ways of living and dealing with current problems, whether or not that behavior is appropriate.

Certain institutions in societies, such as the family, religion, and education, tend to change less rapidly than do other elements of societies.

VALUES

Those objects, behaviors, ideas, or institutions, which a society or an individual considers important and desires constitute values.

Whether or not a person holds a value can be inferred by others only on the basis of an extensive sample of his behavior.

Societies and individuals often differ significantly in the values they hold.

Values develop through both non-rational and rational processes.

The survival of a society is dependent upon agreement on some core of values by a majority of its members.

The greater the variety of values within a society, the greater the likelihood of disagreement and conflict; in some societies such conflict is accepted as necessary to the realization of core values.

INTRODUCTORY STATEMENT ON BEHAVIORAL OBJECTIVES AND EVALUATION

BEHAVIORAL OBJECTIVES

The statements of objectives in this curriculum reflect the growing emphasis on expressing objectives in behavioral terms. However, too much insistence on stating objectives strictly in terms of observable and highly specific behaviors may distort the intent of the educator and/or yield lists that are too long to be used effectively.

An attempt was made therefore to reconcile the two points of view so as to have the best of both worlds. Each objective is stated first in terms of observable behavior. Where necessary for full communication of the intent, illustrations of the kinds of specific behaviors desired are included. This procedure was chosen rather than listing all of the possible specific behaviors implied by an objective which would of course, be almost endless. Following each description of behavior is a summary of the rationale for the objective - why it is important, how it is related to other outcomes, and how it can be conceptualized in terms of certain psychological constructs such as *comprehension, comparison, analysis, attitude, feelings, sensitivity,* or *empathy.* The parallel expression of objectives in terms of both behavior and rationale seemed desirable because it is difficult to express certain objectives in terms of specific behaviors only and others appeared incomplete when expressed in terms of constructs without the behavioral component.

At the beginning of the Teacher's Guide a master list of objectives is provided for the entire year's program. At the beginning of each unit abbreviated references to the master list are included to help the teacher identify objectives to be emphasized in teaching that particular unit. It should be emphasized that this list does not exhaust the possible list of objectives for the curriculum. Rather it indicates those considered of primary importance.

The objectives do not contain precise indications of the level of proficiency expected since this will depend in part on the initial level of proficiency or "entering behavior." Thus, the objectives, as stated, are much the same throughout the eight grades, though one would expect increasing levels of "proficiency " if students have studied the curriculum throughout several grades. If, however, the curriculum were introduced for the first time at all grade levels, one would not expect as much difference between,say, first and fourth graders. The evaluation exercises provide some guidelines as to "typical" responses of pupils, but in the last analysis, each teacher must set his own expectations.

EVALUATION

Evaluation exercises have been included at various points in this Guide to help teachers and pupils plan appropriate learning experiences and judge the effectiveness with which objectives are being met. The prime function of the proposed evaluation procedures is to help children learn better.

The exercises are designed to supplement and refine the impressionistic judgments that teachers customarily make about changes in their pupils' behavior in the broad fields of knowledge, thinking skills, and attitudes.

Both the content and the form of each exercise vary according to the exercise's location in a unit, but there are common principles underlying the role of each exercise throughout this guide. These are as follows:

- Evaluation is a continuing process which should provide information about both the kind and the quality of children's responses over a wide range of social studies situations. It is important that data of this kind be used to improve teachers' perceptions of such things as the nature and range of children's attitudes toward other people and themselves, the depth of their understanding of important ideas, and their facility with important thinking skills. Information obtained through evaluation of this kind should be used to improve the instructional program.

- Evaluation efforts should be sharply focused. Very few teachers can simultaneously make and record observations related to several different objectives. Neither can a single evaluation device be expected to yield useful measurements for a large number of different kinds of objectives. It is therefore important that careful, pointed choices be made about what is to be evaluated, and that there be a good match between the objectives and the measuring device as well as between what is recommended and what is practical for most teachers.

- The intention is to provide teachers with evaluation exercises that can be adapted to particular circumstances rather than to prescribe an inflexible program for them. The placing, form, and frequency of the evaluation exercises in this Guide may therefore be varied by teachers but only after careful consideration of such factors as the needs of their class and their interpretation of the objectives of a particular unit.

- The wider the range of the items that are evaluated, the greater is the possibility that important aspects of knowledge, thinking skills, and attitudes will be measured and improved upon, provided that there is an equally wide variety of suitable evaluation devices and techniques.

Some of the exercises will be fully detailed, while others will be in the form of brief statements about the form and purpose of the exercise and the place in the Guide where there is an appropriate model to refer to. In general, the more detailed descriptions appear in the first Unit. The objective(s) to which the exercise applies are indicated. It will be noted that there are objectives for which no evaluation exercise is provided. This is due to limitations of space and staff time. Each evaluation exercise relates to one or more objectives. In a few cases, the relationship may not be immediately obvious, i.e., where the exercise deals with a particular aspect of a broader objective.

Unless there is systematically collected evidence on what is being learned and the kinds of improvements being made over previous learning, teachers have to be satisfied with their impressions. These exercises are planned to provide such evidence and thereby lay a sounder basis for accelerated development of appropriate knowledge, thinking skills, and attitudes.

At the same time, teachers need to keep in mind that each of these exercises leaves much to be desired from the technical measurement standpoint. For example, any single exercise is limited to a particular sample of content and provides a small sample of each pupil's responses. Thus, a particular exercise must be viewed as providing additional, useful information - not as a precise tool to be used in making firm

judgments about individual pupils or the class as a whole.

When evaluation data have been recorded over a period of time, it becomes possible to:

- Assess the status of individual students in a class in relation to a particular criterion at a particular time;
- Assess changes in the style and quality of the students' responses to similar exercises given at different points in time;
- Assess changes in the style and quality of total class responses to similar exercises given at different points in time;
- Assess the relative status of both the individuals in a class and the whole class to other individuals and other classes.

Systematic recording of data in these ways is necessary, if the instructional program is to be improved in relation to objectives.

OBJECTIVES

Eighth Grade, Units I-VI

At the end of Grade Eight, or before, the student should show the following behaviors:

1. Given access to appropriate materials on the peoples studied in this year of the program, or other content, the student lists a number of items on the people or on their environment, then groups the items and assigns logically defensible and conceptually powerful (that is, abstract) labels; and when requested re-forms and re-labels the items in equally defensible ways. Examples of the kinds of items the students will list, group, and label are beliefs of various colonial groups; physical resources of the colonies; actions by England regarding protests by colonists; and significant developments in the steel industry following the War Between the States.

   Rationale: Acquiring ability to list, group, and label (concept development) is an important intermediate step in acquisition of other thinking skills, and is considered a powerful intellectual skill in its own right because the curriculum is intended to facilitate the ability to develop more abstract concepts. Ability to re-group is regarded as an important component of intellectual flexibility.

2. Given two or more different samples of information, the student correctly states differences and similarities. Examples of such comparisons are: points of view of various leaders; methods used by various organizations to achieve their goals; the role of the U.S. in international affairs at different points in time; and characteristics of exploration prior to 1500 and characteristics of exploration today.

   Rationale: Ability to make such comparisons is an important component of the thinking skills to be developed through this curriculum. It is also essential to development of higher level thinking skills, such as the abilities involved in forming generalizations, stating hypotheses, and making explanations of causes of human behavior.

3. Given two or more lists of information, the student indicates correctly which items in the first list are associated with the various items in the second list. The lists may be related to such matters as developments in automation and changes in employment patterns; characteristics of England's economy and reasons why people left England to live in the colonies; and actions of people and the values they hold.

   Rationale: The ability to determine such relationships is a prerequisite for developing other thinking skills, such as, formation of generalizations, statement of hypotheses, development of explanations, and evaluation of evidence. It is necessary in any study of social phenomena that involves mental processes above the level of recall of information.

4. Given a detailed set of facts, the student states valid generalizations that he had not been given previously, and, when asked, provides the sources and limitations of the generalizations. Examples of facts and acceptable generalizations based on them that students might state are as follows:

KINDS OF FACTS GIVEN	EXAMPLES OF GENERALIZATIONS
Characteristics of the various American colonies and backgrounds of the original colonists who settled in them	The differences in the colonies seem due largely to differences in the backgrounds of people who settled in them.
Information on development of new inventions and changes in employment patterns	Many inventions caused some people to lose their jobs, but later made it possible for many new kinds of jobs to open up.

KINDS OF FACTS GIVEN	EXAMPLES OF GENERALIZATIONS
Details on changes in the amount of tobacco production and the size of the slave population during the early history of the U.S.	As tobacco production increased, the slave population increased along with it.
Specific changes that took place in schools during the colonial period	The schools seemed to be moving away from control by the church.

Rationale: Ability to form generalizations is one of the skills that is emphasized in this curriculum and is important in relation to other thinking skills such as the formation of hypotheses. Making generalizations is also an important aspect of the development of attitudes.

5. Having had the opportunity to develop or acquire a generalization and given a situation, problem, or question to which the generalization applies, the student makes a statement or takes other action that, in the judgment of the teacher, represents defensible use of the generalization in analyzing or coping with the situation, in solving the problem, or in answering the question. For example, given exposure to the generalization that the more scattered people are, the more difficult it is to organize them for action, and the question of which would be more difficult to organize, the workers in a large factory or the farmers in a large section of the state, the student will make a statement such as, "The farmers would be more difficult to organize because they live far apart and could not get together often." Another example: Given the generalization that improvements in techniques of manufacturing often bring about changes in the types of workers needed and the question of what is likely to happen to the workers if many pieces of automated machinery are installed, the student will make a statement such as, "Many of them will have to be trained for new types of work."

Rationale: Generalizations are of little use unless the student is able to apply them in his reasoning processes. Application of generalizations is also related to other thinking skills taught in this curriculum, such as, the abilities to make predictions, state hypotheses, test hypotheses, and make explanations.

6. Given an assertion or some information expressed in very general terms and an assigned task of ascertaining the essential features, characteristics, or issues involved, the student states questions, the answers to which, in the judgment of the teacher, get at essential matters directly and provide a sound basis for analysis of the assertion or information. For example, if concerned with what ought to be done about local air pollution, the student will ask such questions as: "What are the main sources of air pollution in this area?" Have any groups been formed to work on the problem?" What specific suggestions have been made to reduce air pollution?"

Rationale: Skill in asking penetrating, pertinent questions is of great value in the study of social phenomena because through application of this skill the student quickly obtains the information needed, and only that needed for the study of the phenomena. It also is an important component of other thinking skills, such as abilities to define the problem of inquiry, to make predictions, and to test hypotheses.

7. Given a set of events (one of which is identified as the event to be explained) occurring in a social setting, the student gives a plausible and logically sound explanation of the chains of cause-and-effect relationships leading to the event. Examples of some things to be explained and some explanations by students that would be acceptable are as follows:

THINGS TO BE EXPLAINED	EXAMPLES OF EXPLANATIONS
Few black men who have recently moved from the rural south have set up their own businesses to make a living	For one thing, it takes money to get started in a business and not many would have it. They probably could not borrow it either because they would not have established credit. It also takes knowledge to run a business, and people coming from a rural area probably would not have much business know-how. They don't go into business because they don't believe they can get what they need to get started.
Some experts predict that the the world population will double by the year 2000.	More and more people in the world are learning about medical science which makes it possible for people to live longer. If people tend to live longer, that makes for more people in itself. In addition, it means that more children would live until they grow up and have their own children. This would increase the population. Another factor is the improvement in agricultural techniques which produce food so enough food is available to keep a larger number of people alive. We can expect both medical science and agriculatural techniques to get better before 2000, so this could make a tremendous increase in population possible.
Many people left their mother country to live in the colonies	Some left because they were persecuted. They could not practice their beliefs in the mother country so they went to the colony hoping they could do what they wanted to there. Others left because they saw few opportunities in the mother country and thought they would work out a better life in the new country. Some probably left so they could be with their relatives and friends who had gone before them. For many it was probably a combination of several things like that.

Rationale: Ability to explain cause-and-effect relationships is one of the sub-categories of the general objective of thinking skills. This ability also has important uses in making predictions and forming hypotheses. It is assumed that the student has previously acquired the generalizations needed in making the explanation and that he has not previously studied the explanation he gives.

8. Given relevant facts about a society or a personal situation, the student states logically sound but informally worded hypotheses (that he had not been previously given) about that society or situation today, in the past, or in the future. Ability to state hypotheses includes, but is not limited to, ability to predict future events on the basis of present conditions. Examples of given facts and hypotheses that students might state are:

KINDS OF FACTS GIVEN	EXAMPLES OF HYPOTHESES
The predominant religious beliefs differed among the various American colonies.	Their laws were probably different, too.
In the early history of the country, the government made land available to people at little or no cost.	Some employers probably had trouble keeping their workers during that time.
Improved technology is making it possible for fewer workers to produce more goods.	Organized labor will demand shorter work weeks.
Members of a minority group are being urged by certain leaders to rebel violently against the social system because many of its institutions discriminate against the minority.	Many members of the minority group would be confused about what to do because they would probably feel loyalty to the country even though they have encountered discrimination.

Rationale: Ability to form hypotheses is part of the general objective of thinking skills and, of course, is essential for anyone who hopes to deal constructively with problems in social studies. One of the most important functions of hypotheses is to provide "focus" for thought processes. That is, they make it possible to narrow down the range of concerns in order to increase the likelihood of successfully coping with the problem being considered. One's thinking is likely to be unproductive if the problem is conceived too broadly or if an attempt is made to analyze too many kinds of facts in too many ways all at the same time.

9. Given a discussion setting or other situation in which students can express their ideas without censure or ridicule, the student makes statements that describe what the teacher judges to be the probable feelings or other thoughts of people studied in the various units of the Eighth Grade program. Statements indicative of the desired attitude are:

"I can understand why some of the colonists thought the revolution against England was all wrong. They, no doubt, felt a great deal of loyalty to England and favored working to correct the unfair policies, rather than breaking off from England completely."

"The southern whites who grew up in a system in which slavery was an accepted part of the way of life probably had difficulty in seeing why others thought it was so evil."

"The homesteaders must have felt a sense of real pride once they got established on their own land."

"The former slaves must have felt very bitter when they ran into so much difficulty in finding a good life even after they were freed from their masters."

"The early colonists must have been very excited as they set out from the mother country to seek a new life - maybe a little afraid, too."

Rationale: These kinds of behaviors represent an attitude of empathy. Such an attitude is important because it is part of the decentering process. That is, it is a step in the direction of overcoming the self-centeredness which, according to Piaget and others, characterizes much of the behavior of the young child. Unless the child has empathy for the thoughts and

feelings of others, he will have difficulty understanding and applying generalizations pertaining to cooperation and to resolution of conflicts among individuals and groups.

10. Given detailed information on activities and patterns of living in any of the societies studied in the Eighth Grade program, the student makes what the teacher judges to be accurate descriptions (that he had not been given previously) of the probable aspirations of individuals or groups in the society. An example of such a description that a student might give is:

"Probably a farmer's main hope is not just to have a good crop, but also to have a good market for it."

Rationale: Understanding the aspirations of people in a society is fundamental to understanding the nature of the society and to an analysis of its problems. It also represents another instance of ability to perceive the thoughts and feelings of others as required in the processes of decentering. It is, further, an important kind of hypothesizing.

11. Given a situation in which he is encouraged to express his own thoughts, the student responds to statements of other students and the teacher in ways that the teacher judges to be fair toward the people involved and that show recognition and acceptance of merits of different ways of life and points of view. He challenges derogatory or belittling statements about people of different cultures or about people who exhibit unusual behavior. Examples of desired statements are:

"Black people contributed a lot to the culture of this country even under great hardships and restrictions."

"I think we should realize that the white southerners are as sincere in their beliefs as we are in ours. If we had been raised in the same place, we probably would think the same way."

"The protesters may seem terribly radical to us, but they are no doubt merely doing what they honestly believe they have to do in order to achieve goals which are extremely important to them."

"The practices of some of the religious cults seem really weird to us, but they have a right to do what they believe in as long as it does not interfere with the lives of other people."

Examples of statements the students will challenge are:

"Anybody who believes that is bigoted, no matter what made him think that way."

"They must be an inferior race or they would have contributed more to the arts and sciences."

"They are just ignorant people who don't know what they want."

"Somehow they ought to be forced to live in a more civilized way."

Rationale: The outcome sought here is sensitivity to, and acceptance of, cultural and personal differences that can perhaps best be conceptualized as the opposite of ethnocentrism. It is one of the major attitudinal goals of this curriculum.

12. Given a situation that encourages free expression, the student makes statements that describe his own values. Some illustrative statements follow:

"Too much governmental control is not right, because I believe a person should be able to decide on his own actions as long as it does not hurt other people."

"Laws are very high in what I think is important. I don't believe a society could exist without some kind of laws or rules."

"I guess I'm a conservative in the sense that I think we should work at correcting the faults in our

social system rather than tearing it down and starting over again."

"I believe we should respect a person who says what he honestly believes, regardless of how much we disagree with him."

Rationale: Ability to conceptualize one's own values is essential in order to identify inconsistencies in one's value system or to analyze relationships of one's own values to those of other people.

13. Given information on the values of people in two or more cultures other than his own the student describes differences and similarities in the values within and among the cultures and their relationships to his own values. For example, a student might say, "I think it is important to be honest and come right out with what you think, but I'm sure some people would disagree with me. In some places that is pretty much the accepted thing, but in other societies they think it is more proper to keep your true feelings bottled up."

Rationale: Ability to relate one's own values to those of others is crucially important in any inquiry directed at clarification or resolution of value conflicts. This objective is an important corollary of Objective 2 on making comparisons.

14. [illegible] various countries or groups within countries the student makes assertions about, or asks questions pertaining to, people and how they live more often than about impersonal matters such as, the size, physical features, population, exports or location.

Rationale: This objective reflects the fact that this curriculum is strongly "people oriented." Physical features and other material characteristics of regions or countries are treated but are considered important only to the extent that they affect the lives of people.

15. Given discussion situations in which there is apparently rather general agreement on a particular line of reasoning, the student will occasionally make comments that represent significant departures from the trend and that are judged by the teacher to have some likelihood of leading to useful relationships or conclusions.

Rationale: The thinking skills stressed throughout the curriculum have a large component of autonomous thinking. Correctness of reasoning from given premises and conditions is necessary but usually not sufficient; independence and originality of thought are considered indispensable in the study of social problems.

16. Given a context in which generalizations or explanations have been stated, the student occasionally suggests that additional evidence or a different line of reasoning might lead to changes in one or more of the generalizations or explanations and/or gives evidence that he recognizes the tentativeness of generalizations. Words indicative of tentativenss, such as, "often," "could be," "maybe," "sometimes," etc., are used in suggesting or applying generalizations and in making explanations.

Rationale: Tentativeness and flexibility are important characteristics of scientific reasoning in social studies or any other field of inquiry. Students should be helped to remain open to consideration of new data and fresh approaches.

17. The student indicates comprehension of the meaning of the Organizing Ideas and concepts therein for Units I through VI by such behaviors as giving illustrations, explaining meanings, and other actions involving uses. In making the explanations and descriptions, the student correctly uses factual information about one or more of the peoples studied in the Eighth Grade program. In addition, the student indicates comprehension of other ideas not encompassed in the Organizing Ideas

but related to the key concepts listed in the introductory material. For example, one key concept is interdependence, and illustrative student statements that indicate comprehension of the concept are:

"The colonists needed each other. Some did the farming, some made things that other people used, and some provided defense."

"Modern businessmen depend on each other in many ways. For example, it is not very often that a new business can be financed by just one person."

"Even though labor and management are often in conflict, it is still true that each makes it possible for the other to exist."

Another key concept is power. Statements by students suggesting comprehension of it are as follows:

"The colonists thought some of England's policies were unfair. That is, they thought the government was misusing its power in the way it affected their lives."

"A society that allows slavery permits some persons to have tremendous power over others - that is, the masters over the slaves."

"The labor movement made it possible for workers to have more to say about not just wages and working conditions, but also about what laws were to be passed and even what schools should be like. All these things gave them more power."

Rationale: One of the general objectives of this curriculum is acquisition of a broad base of knowledge of social studies content. The generalizations around which the units are built are considered to represent powerful ideas having general acceptance in the various disciplines dealing with social studies. This knowledge is considered important so that students can understand the world and themselves more adequately. It is used in this curriculum in developing thinking skills and attitudes referred to in other objectives.

18. Given a picture, filmstrip, or motion picture on the people and environments studied in the Eighth Grade program, the student makes correct statements representing all of the detailed and important information that can be obtained from it that pertains to the group or groups currently being studied.

Rationale: This ability to obtain information from representational materials is a very useful skill for learning about man's activities and environment. It also represents a step toward development of more generalized observational skills including direct observation of objects in the environment and activities of members of a society.

19. Given a globe and maps of the regions inhabited by the various people studied in the Eighth Grade program, together with instructions to locate places where the peoples live and to determine directions and approximate distances from one point to another, the student performs the tasks as instructed, with errors rarely occurring. In addition, the student is able to obtain information about the topography of a region from contour maps for such purposes as determining possible routes traveled by early settlers. The student is also able to make use of special types of maps such as political maps, population density maps and land use maps.

Rationale: This is one of the abilities included in the chief contributory objective - that of Skills. Because social studies content deals with features and comparisons of societies in many parts of the world, it is useful for students to be able to make effective use of maps and globes.

THE YEAR'S PROGRAM

Unit I - MAIN IDEA: INSTITUTIONS TEND TO UNDERGO CONTINUOUS CHANGE.

Organizing Idea: Throughout the colonial period the colonies were changing their ideas about religion, the kinds of laws they should have, the way to educate their children, and ways of using their resources.

Unit II - MAIN IDEA: POLITICAL CHANGE RESULTS FROM DISSATISFACTION WITH THE STATUS QUO; CHANGES REFLECT ATTEMPTS TO DEAL WITH CAUSES OF DISSATISFACTION.

Organizing Idea: Both the War for Independence and the forming of the Constitution were efforts of the people to solve the problems they were having under their form of government.

Unit III - MAIN IDEA: DIVERGENT WAYS OF LIFE TEND TO COMPETE FOR AVAILABLE RESOURCES AND POLITICAL CONTROL.

Organizing Idea: Because the South was an agricultural society, its interests often differed from those of the industrial North. Many in both the North and the South felt it was necessary, in order to support their way of life, to gain, or at least maintain, power.

Unit IV - MAIN IDEA. AS THE NATURE OF A SOCIETY CHANGES, NEW INSTITUTIONS ARISE TO DEAL WITH THOSE CHANGES.

Organizing Idea: The change in the United States from a society of farms and small industry to a highly industrialized society resulted in a need for labor and government to assume new roles.

Unit V - MAIN IDEA: MEN CONTINUALLY SEEK TO IMPROVE THEIR CONDITION THROUGH OBTAINING THOSE RIGHTS THEY CONSIDER ESSENTIAL TO THEIR WELFARE.

Organizing Idea: Groups within the American Society have striven continually to promote their own well-being as they have defined it.

Unit VI - MAIN IDEA: A NATION AFFECTS AND IS AFFECTED BY THE OTHER NATIONS WITH WHICH IT INTERACTS.

Organizing Idea: The role the United States has played in world affairs has been affected by its goals and the way it sees its role, as well as by goals and the roles of other nations.

RATIONALE FOR SELECTION OF CONTENT SAMPLES

A number of factors must be considered in selecting content samples for study. In addition to the Key Concepts and Main Ideas, the curriculum writer must consider the approximate developmental level of the student, what experiences the student can be presumed to have had, the general social climate, and the availability of materials that lend themselves to inductive processes rather than predetermined conclusions. The values which are inherent in the objectives of the curriculum also influence the selection of the content samples.

The thirteen-year old is firming up his values and interested in the "rights" and "wrongs" and "fairness" of the values held by those around him. This Eighth Grade Guide is designed to provide opportunities to explore many events of history that reflect the values of the people and the times. Many opportunities are also provided for the student to examine his own values. The content sample is broader than most eighth-graders will be able to handle. In selecting the samples to be dealt with, each teacher should choose in terms of the needs and interests of the students and the needs of our society. While the number of samples may be reduced each sample studied should be studied in depth.

This guide also provides an opportunity for the thirteen-year old to see:

- The United States in its changing role from influence largely restricted to the hemisphere to international leadership.
- How groups organize to further their goals.
- How institutions change over a period of time.

In referring to ethnic backgrounds, the writers of this curriculum have adopted as the most dignified those terms which ethnic groups in the local areas use. Usage, however, differs from one part of the country to another. Teachers, therefore, should be alert to the term which is preferred by local students or the ethnic group to which reference is made.

TEACHING STRATEGIES FOR COGNITIVE SKILLS

Recent studies have suggested that thinking is learned and is learned developmentally; it is a continuous development of an increasingly complex mental organization (including data processing skills) with which to view the world and to solve problems. Cognitive skills are seen as products of a dynamic interaction between the individual and the stimulation he receives rather than as a result of passive absorption of information.

The quantity and quality of the concepts and ideas an individual can use seem to depend on the quantity and quality of stimulation he has had, plus the amount of effort he has put into active thinking. In other words, the effectiveness with which an individual thinks depends largely on the kind of "thinking experiences" he has had. Unguided, these experiences may or may not result in productive models of thought. The task of instruction is to provide systematic training in thinking and to help students acquire cognitive skills that are necessary for thinking autonomously and productively.

It is reasonable to assume that all students could achieve higher levels of cognitive operation than is possible under current teaching methods, provided that: there is an adequate analysis of the learning processes involved in mastering certain important cognitive tasks; and that efforts are made to develop teaching strategies that take into consideration such factors as sequence, rotation of learning activities, and the active involvement of students.

The teaching and learning of cognitive skills are important aspects of the learning sequences in this curriculum. Each unit offers sequentially developed learning activities to aid students in the development of cognitive skills. These, in turn, *require the use of certain teaching strategies.* The teaching strategies described here are for three cognitive tasks that represent clusters of cognitive skills. It is important to note that each of these tasks is considered separately to simplify the task of the teacher and the curriculum developer in designing and implementing learning activities. The effective thinker, of course, uses these (and undoubtedly other) cognitive skills as interacting elements of an ongoing process.

DEVELOPING CONCEPTS

The elements involved in the cognitive task, Developing Concepts, are shown in Chart I. As illustrated by the chart, the teaching strategy consists of sequentially ordered questions to provide a focus for students' responses.

Concepts are formed as students respond to questions that require them: (1) to enumerate items; (2) to find a basis for grouping items that are similar in some respect; (3) to identify the common characteristics of items in a group; (4) to label the groups; and (5) to subsume items that they have enumerated under those labels. As part of this process, they must differentiate the various items from one another and decide, on the basis of groupings, what the labels are to be.

In all cases it is important that the students perform the operations for themselves, see the relationships between items, recognize the basis on which to group items, and devise the categories. The teacher should not do any of these things for them.

It is also important for the students to discover that any item has many different characteristics and, therefore, can be grouped in many different ways. Each one of the multiple qualities can be used as a basis

CHART I

DEVELOPING CONCEPTS

Listing, Grouping, and Labeling

This task requires students to group a number of items on some kind of basis. The teaching strategy consists of asking students the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
What do you see (notice, find) here?	Gives items	Makes sure items are accessible to each student. For example: Chalkboard Transparency Individual list Pictures Item card
Do any of these items seem to belong together?	Finds some similarity as a basis for grouping items	Communicates grouping. For example: Underlines in colored chalk Marks with symbols Arranges pictures or cards
Why would you group them together? 1)	Identifies and verbalizes the common characteristics of items in a group	Seeks clarification of responses when necessary
What would you call these groups you have formed?	Verbalizes a label (perhaps more than one word) that appropriately encompasses all items	Records
Could some of these belong in more than one group?	States different relationships	Records
Can we put these same items in different groups? 2)	States additional different relationships	Communicates grouping

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1) Sometimes you ask the same child "why" when he offers the grouping, and other times you may wish to get many groups before considering "why" things are grouped together.

2) Although this step is important because it encourages flexibility, it will not be appropriate on all occasions.

for grouping. In the course of grouping items, the students' suggestions and questions reveal how sharply relationships are perceived. For example, a sixth grader's statement, "foods could be placed under 'production' or under 'standard of living,' depending on how you think about it," reveals his awareness of multiple grouping. It raises the possibility of including the same item in several groups and under several labels. If food is considered in terms of raising and processing, it can be placed under the category of production. If considered in terms of abundance or variation in diet, food can be categorized under standard of living.

INFERRING AND GENERALIZING

The elements involved in the cognitive task, Inferring and Generalizing are shown in Chart II. This task involves three main steps:

1) Looking at data. This often involves looking at contrasting content samples with the same questions in mind. For example, What are the educational patterns in Brazil, Mexico, and Bolivia?

2) Explaining what is seen, such as giving reasons for the different literacy levels in two countries.

3) Arriving at generalizations by inferring what the common features and differences are (e.g.,in the case of the above example, regarding the educational patterns).

This task becomes increasingly complex as the scope of the discussion is increased. Thus, students must first explain and make inferences about data for each content sample, (e.g., about the literacy level in Brazil), then generalize more broadly (e.g.,how literacy seems to relate to economic development), and finally, make new generalizations by comparing and contrasting the generalizations about each country. Only then can the students develop over-arching generalizations (generalizations of generalizations) regarding such issues as education in Latin America.

It is important that teachers help pupils recognize the tentativeness and probabilistic nature of all generalizations. This may be done by asking at appropriate points such questions as: "Can you tell that from the data we have?" or, "Can you think of a situation where this would not apply?"

APPLYING GENERALIZATIONS

The cognitive task, Applying Generalizations, consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. The task encourages students to support their speculations with evidence and sound reasoning. The elements involved in the task are shown in Chart III.

Usually, a task of this type occurs at the end of a sequence or a sub-unit at a point when students have already developed the facts and the generalizations they need for application to the questions required by this task. For example, if third graders know the importance of the camel to the way of life of the desert nomad, they can infer what might happen, if there were no market for the nomad's camels. Or, if sixth graders understand the implications of a one-commodity economy, they can predict what might happen if such a commodity became unmarketable.

CHART II

INFERRING AND GENERALIZING

This cognitive task requires the students to interpret, infer, and generalize about data. The teaching strategy consists of asking the students the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
What did you notice? See? Find? What differences did you notice (with reference to a particular question)?	Gives items	Makes sure items are accessible, for example: Chalkboard Transparency Individual list Pictures Item card Chooses the items to pursue
Why do you think this happened? or How do you account for these differences?	Gives explanation which may be based on factual information and/or inferences	Accepts explanation. Seeks clarification if necessary
What does this tell you about ... ?	Gives generalization	Encourages variety of generalizations and seeks clarification when necessary

This pattern of inviting reasons to account for observed phenomena and generalizing beyond the data is repeated and expanded to include more and more aspects of the data and to reach more abstract generalizations.

CHART III

APPLYING GENERALIZATIONS

This cognitive task consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. It encourages students to support their speculations with evidence and sound reasoning. The teaching strategy consists of asking the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
(Focusing question). Suppose that a particular event occurred; given certain conditions, what would happen?	Makes inferences	Encourages additional inferences. Selects inference(s) to develop
What makes you think that would happen?	States explanation; identifies relationships	Accepts explanation and seeks clarification if necessary
What would be needed for that to happen?	Identifies facts necessary to a particular inference	Decides whether these facts are sufficient and could be assumed to be present in the given situation
(Encouraging divergency). Can someone give a different idea about what would happen?	States new inferences that differ in some respects from preceding ones	Encourages alternative inferences, requests explanations and necessary conditions. Seeks clarification where necessary
If, as one of you predicted, such and such happened, what do you think would happen after that?	Makes inferences related to the given inference	Encourages additional inferences and selects those to pursue further

This pattern of inviting inferences, requiring explanations, identifying necessary conditions, and encouraging divergent views is continued until the teacher decides to terminate the activity.

In essence, the students need to use what they already know, but expressed in a conditional form (if so-and-so, then so-and-so) in order to predict the consequences that might occur and under what conditions. The elements of this task and the question strategy for implementing the task are described below.

The first step is for students to make inferences and is usually in response to a question such as, "What would happen to the way of life in the desert if the government helped all the farmers of the oasis buy tractors and they stopped using camels to pull their plows?"

The second step is that of explaining or supporting the inferences by determining the causal links between the condition (e.g.,loss of the market for camels) and the inference. For example, if a third grade student makes the following inference: "If they can't sell their camels, they'll build towns," the teacher needs to help him make explicit the chain of causal links that leads from the loss of the camel market to the building of towns. The student, citing such facts as "most camels are sold for farm work," may reason that the nomads' inability to sell their camels to farmers will lead to seeking other ways to make a living; that in such an environment the alternatives require settling down (e.g.,"there's not much else he can do and still move around")and consequently, growth of towns is likely.

The third step is that of identifying conditions that would be necessary to make the inference plausible: establishing whether the market is the only condition required to make herding camels profitable; whether a market is always necessary to a herding economy; and whether what happens when the price of food for cattle rises will also happen to other herds (such as camels). The student must determine the limits of the prediction and what the sufficient causes for the occurrence of the prediction are.

The fourth step is primarily an extension of the preceding steps, the difference being that the entire process builds upon one of the preceding inferences, for example: "If people settle down they will want schools, policemen, and hospitals." Eventually the students may get to statements such as "They'll have to change their laws."

This process of inferring consequences through applying known facts and generalizations invites a greater degree of divergence than do either of the previously described cognitive tasks. This task, therefore, offers greater opportunities for creative use of knowledge. There is the possibility of generating a variety of cause-effect chains.

Unless the teacher is aware of the multiple possibilities, it is easy for him to limit the discussion to the most obvious suggestions. The danger of blocking out creative possibilities often arises when the line taken by students directs the discussion into areas of content unfamiliar to the teacher. This would suppress any incipient creative ideas. On the other hand, the divergence can be carried to the point of sheer fantasy completely unconstrained by facts and realities - which, in other words, amounts to imaginative storytelling. It is therefore equally important for teachers to see to it that the students are challenged to produce factual and logical support for their inferences in order to discriminate between tenable and untenable hypotheses.

It is also important for the teacher to be alert to the potential of certain examples, such as, the third grader's prediction that if the nomads stopped moving they might have different laws.

TEACHING STRATEGIES - ATTITUDES, FEELINGS, AND VALUES

One of the major emphases of this curriculum is in the area of feelings, attitudes and values. It is recognized that these terms have a variety of meanings and implications and, further, that comparatively little is known about the outcomes of in-school procedures in this area. Nevertheless, a considerable body of theory and some research suggests that it should be possible to devise teaching strategies to facilitate attainment of objectives in this domain. The strategies presented below are designed to provide students with practice in: 1) exploring feelings - their own and others' 2) considering various approaches to solving disputes among persons and groups, and 3) analyzing the values held by people including themselves. A specific description of some of the objectives implicit in the curriculum may be found under Objectives.

It will be noted that there is considerable overlap among these strategies and the cognitive strategies - which is as it should be. One would hope that cognitive skills would be applied to affective concerns and that emotions would enter into cognitive performance.

In addition to the three strategies presented below, one will note the prevalence in the units of an additional question of the form "What do you think this person had in mind when he did...?" or "Why do you suppose they...?" These questions are designed to focus attention on the variety of human behaviors and their antecedents.

Exploring Feelings

In this strategy (described in Chart IV) students are encouraged to: make inferences as to how other people feel and why; recognize the variety of possible emotional reactions to a given circumstance; relate what happens to other persons (or groups) to emotional experiences they themselves have had; explore reasons for their own emotional reactions; compare their feelings with those of others; and, if appropriate, generalize to feelings of people in general.

It is anticipated that children will experience emotional reactions as they recall events in their own lives and see their parallels with experiences of others. It is therefore important that the teacher provide support where necessary, establish a sufficiently relaxed atmosphere for pupils to feel comfortable in such discussions, and be alert to the possibility of overly anxious reactions on the part of individual students.

Interpersonal Problem Solving

In this strategy (described in Chart V) students are presented with a problem situation involving conflict among persons or groups (e.g., playground disputes, disagreement over traditions) and are required to: propose and defend solutions; relate the events to similar experiences they have had; evaluate the way of handling the recalled problem; and consider possible alternatives they could have followed.

It is particularly important that students become seriously involved in the issues raised - rather than simply giving what they consider to be acceptable or "good" answers. The latter is particularly likely when they are asked to evaluate their own (recalled) behavior. For this reason it is crucial that the teacher refrain from showing judgmental reactions and, on the contrary, accept the unusual or anti-social response at face value and encourage the student(s) to consider its consequences.

One danger with this strategy is that students may tend to engage in excessive judging of their own (or others') actions without progressing to the crucial steps of: 1) exploring the criteria and values implicit

CHART IV

EXPLORING FEELINGS

Students are presented with a situation involving emotional reactions on the part of one or more persons. The teaching strategy consists of asking the following questions, usually in this order.[1]

	Teacher	Student	Teacher Follow Through
	What happened?	Re-states facts	Sees that all facts are given and agreed upon. If students make inferences, asks that they be postponed
2)	How do you think .. felt?	Makes inference as to feelings	Accepts inferences
	Why do you think he would feel that way?	Explains	Seeks clarification, if necessary
	Who has a <u>different</u> idea about how he felt?	Makes alternative inferences and explanations	Seeks variety, if necessary. Asks for reasons, if necessary
	How did ... (other persons in the situation) feel?	States inferences about the feelings of additional persons	Seeks clarification, if necessary. Encourages students to consider how other people in the situation felt
	Have you ever had something like this happen to you?[3]	Describes similar event in his own life	Insures description of event
2)	How did you feel?	Describes his feelings. May re-experience emotions	Seeks clarification, if necessary. Provides support, if necessary
	Why do you think you felt that way?	Offers explanation. Attempts to relate his feelings to events he has recalled	Asks additional questions, if necessary to get beyond stereotyped or superficial explanation

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1) Sometimes only certain of the questions are asked. The teacher should omit questions if students have answered them spontaneously.

2) These questions are repeated in sequence several times in order to obtain a variety of inferences and later personal experiences.

3) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or, "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

CHART V

INTERPERSONAL PROBLEM SOLVING

Students are presented with a problem situation involving interpersonal conflict.

	Teacher	Student	Teacher Follow Through
	What happened? or what did .. you do?	Describes events	Sees that all events are given. Tries to get agreement or, if not possible, a statement of differences in perception of what occurred
1)	What do you think ... (a protagonist) should do? Why?	Gives response	Accepts response, seeks clarification where necessary
1)	How do you think ... (others) would react if he did that? Why?	Makes inference and explains	Accepts. Seeks clarification, if necessary
	Has something like that ever happened to you?[2]	Relates similar event in his own life	Provides support, if necessary
1)	What did you do?	Relates recalled behavior	Seeks clarification, if necessary
1)	As you think back now, do you think that was a good or bad thing to do?	Judges past actions	Encourages student to judge his own past actions. The teacher may need to prevent others from entering the discussion at this point
1)	Why do you think so?	States reasons	Accepts reasons. If necessary, asks additional questions to make clear the criteria of values which the student is using in judging his actions
1)	Is there anything you could have done differently?	Offers alternative behavior	Accepts. Asks additional questions to point up inconsistencies where they occur, e.g., "How does that agree with reasons you gave earlier?"

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1) These questions are repeated in sequence several times in order to obtain a variety of responses.

2) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

CHART VI

ANALYSIS OF VALUES

Students are asked to recall certain behaviors and are asked to make inferences as to what values are involved, and how they differ from the values of others involved in analogous situations.[1]

	Teacher	Student	Teacher Follow Through
2)	What did they do... (e.g., to take care of their tools)?	Describes behavior	Sees that description is complete and accurate
	What do you think were their reasons for doing/ saying what they did?	States inferences	Accepts, seeks clarification, if necessary
	What do these reasons tell you about what is important to them?	States inferences regarding values	Re-states or asks additional questions to insure focus on values
3)	If you ...(teacher specifies similar situations directly related to student, e.g., "If you accidentally tore a page in someone else's book,") what would you do? Why?	States behavior and gives explanation	Accepts, may seek clarification
	What does this show about what <u>you</u> think is important?	States inferences about his own values	Accepts, seeks clarification, if necessary
	What differences do you see in what all these people think is important?	Makes comparisons	Insures that all values identified are compared

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1) Sometimes all questions are not asked. However, the question exploring the students' own values should <u>not</u> be omitted.

2) This sequence is repeated for each group or person whose values are to be analyzed. Each group is specified by the teacher and has been previously studied.

3) This sequence is repeated in order to get reactions from several students.

in their judgment and 2) considering alternatives. This tendency can be counteracted by preventing students from judging the actions of others and by moving the discussion to succeeding questions.

Analysis of Values

In this strategy (described in Chart VI) students are asked first to recall information about specified behavior on the part of an individual or group. They are then asked to explain why such behavior occurs as it does. The content and question are specific to types of behavior which clearly indicate values (e.g., "Why do you suppose they live near relatives?") The next step requires students to infer what values are implicit in the behavior. This process is repeated for additional groups of individuals. The next step requires individual students to hypothesize about their own behavior and values. The last step requires comparisons among the various values which have been discussed. Thus students are encouraged to become aware of the variety of values people have and how they relate to their own values.

DEFINITIONS OF TERMS USED

APPLYING GENERALIZATIONS

In this curriculum *applying generalizations* is used to refer to the cognitive task that consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions and which encourages students to support their speculations with evidence and sound reasoning.

This term is used to refer to what was previously called cognitive task three.

AUTONOMOUS LEARNING

In this curriculum *autonomous learning* is defined as the learning act in which the child discovers relatively independently the relationships that exist and accounts for such relationships by building explanations. Autonomous learning implies also that the child becomes an insider in the learning process - that he clearly understands the purpose of the tasks he is performing.

CATEGORY

In this curriculum the term *category* is defined as a group and its definition.

CONCEPT

Since there is some difference of opinion in the literature about the meaning of the word *concept* and because it is used in two different ways in the Taba Curriculum there is a need for a statement of the overall meaning given the word in this curriculum and of the distinction between the two uses made of it.

Concept Words and Concepts. A concept word or phrase may be defined as a symbolic representation or label for the end product of a process which results in a common response to a set of multiple stimuli. The word *sword* is such a label when it is appropriately used by the person who has learned through experience with different kinds of swords and sword-like objects to abstract the characteristics swords share while at the same time distinguishing them from daggers and knives. When faced with a new kind of sword he has never seen before he will be able to apply this experience and the associated abstraction of common characteristics to successfully identify the new object.

The attainment of a concept does not depend upon the use of its word label although the use of concept words and the associated feedback a child often has from such use can facilitate the development of a concept.

Levels of Concepts. The elements in a person's experience which enable him to develop a concept may be described as: 1) concrete because they are directly amenable to sensory experience, as is the case with colors and shapes, or 2) they may be more abstract as for example, "school" or "family," or 3) they may be highly abstract as in the case of those elements of experience that define instances of patriotism and freedom.

The factors or elements in experience that are used to build concepts may either be quite direct perceptual experiences such as touch and smell or they may be indirect, as when they are experienced through words and symbols.

Concepts may also differ in the way experiences are combined either to form or to refine and develop them. Such experiences may be primarily cumulative as, for example, in the case of the development of the concept of a particular color such as beige, or they may be combined in a primarily relational way as in the case of concepts such as time or size. In the Taba Curriculum there are occasions when teachers may need to extend and refine the concepts students already have by providing them with additional relevant experiences. Such a process may be described as being primarily cumulative. In the second grade, for example, the concept of supermarket might need to be developed cumulatively for it to encompass the meaning necessary for the development of some of the important ideas for this grade. There are also many occasions when relational factors will be stressed in furthering children's understanding of such concepts as democracy, values and living standards. To understand their meaning for a particular occasion a child needs to know about the setting in which they are used. For just as one needs details of the referents to such components as *slow* and *deep* before they can be understood, so would the concept of *democracy* remain fuzzy and imprecise without a clear description of the time and place in which it is set. In order to understand the particular meaning given them on a particular occasion, students need to learn to have their referents clear and to look for the referents for this kind of concept when they meet them in their reading.

Since many of the important concepts in social studies are relational it is often difficult to specify their defining attributes precisely and unambiguously. Care must therefore be taken to ensure that students recognize their relativity and hence their complex nature.[1]

In this curriculum concepts which evolve in the so-called *concept development* exercises where students list, group, and label are in general much less complex than the *key concepts* (for example, interdependence, conflict, and difference) which are high level abstractions to be emphasized, refined, and developed, as the curriculum itself is developed over the eight grades.

Concept Formation and Evaluation. While a person's grasp of a concept may be estimated from non-verbal behavior it is customary for measures of a school child's understanding of a particular concept to be based on whether he uses the concept word appropriately in his speech and writing, as well as his ability to apply what has been learned in new situations, and his ability to identify the defining attributes of a particular concept. It is also important for teachers to realize that different word labels may be appropriately used to identify a particular concept; they may of course differ as to level of abstractness. This particular point will arise most frequently in the *concept development* exercises of the Taba Curriculum.

Distinctions[2] have sometimes been made in discussions on concept formation between the function of

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1. "Concept Learning and Concept Teaching," Robert Glaser in Robert M. Gagne and William J. Gephart, *Learning Research and School Subjects*, Eighth Annual Phi Delta Kappa Symposium on Educational Research, Itasca, Illinois, F.E. Peacock Publishers, Inc., 1968, pp. 1-32.

2. J. Bruner, et. al., in *A Study of Thinking*. New York: John Wiley & Sons, 1956, discusses an elaborate form of concept attainment in Chapter 3. R.M. Gagne, in *The Conditions of Learning*. New York: Holt, Rinehart and Winston, 1965, discusses a simpler form of concept attainment pp. 129-134.

concept development and of concept attainment. In attempting to develop concepts related to a particular topic a teacher may ask a child to suggest a label for the characteristics that are shared by a variety of instances or items. Such a procedure is essentially that which is followed by teachers in the listing, grouping, and labeling exercises in the Taba Curriculum. Any one of a number of different labels might be considered acceptable. For example, materials, building things, construction materials, might all be appropriate labels for a particular group of items. On the other hand, there may be specific concepts and concept labels which a teacher may want children to attain as one aspect of the prerequisites to the development of important ideas in social studies. In the Taba Curriculum such concepts as herder, hunter, and farmer probably need to be well understood by third graders if they are to develop some of the important ideas about the people in their social studies program. The third grade teacher would therefore need to take steps to see that these and possibly some other concepts have been attained by students before they get too deeply into the relevant section of their program.

CONTENT SAMPLE

In this curriculum the term *content sample* is defined as selected data used to help students attain all of the objectives of the curriculum. Students are expected to use these data, although they are not always expected to acquire all of it.

CONTRIBUTING IDEA

In this curriculum the term *contributing idea* is defined as an idea which is relevant to the formation of the organizing idea and the main idea. It is frequently, but not necessarily, less abstract than the organizing or the main idea.

DECENTERING

Decentering represents growth away from self-centeredness and ethnocentrism. The self-centered person tends to be unable to take another's point of view and may not even be aware that his own ideas reflect a particular point of view. What others would perceive as "his" point of view would seem to him simply "the way things are."[1] He tends to project his own information on his listeners, assuming that the listeners know the information as he does. He is unaware or unconcerned about the effects of his behavior on others. His thinking is dominated more by specific, concrete perceptions than by characterizations of people as individuals. The ethnocentric person is inclined to stereotype groups of people different from his own and to attach derogatory labels to the stereotypes. He tends to set up the norms of his own culture as proper guides for the behavior of mankind everywhere.

A "decentered" person readily perceives another's point of view and takes it into account in his reasoning process. He is able to readily refocus or shift perspective to different frames of reference

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1) Roger Brown, *Social Psychology*, New York: The Free Press, 1965, p. 220.

or points of view. He expresses sympathy for others and tries to understand their problems. He is willing to share; he seeks to help those with whom he interacts directly and also people at a distance from himself. He is aware of, and concerned about, the feelings of others. He recognizes and accepts the merits and disadvantages of different ways of life.

DEVELOPING CONCEPTS

In this curriculum the term *developing concepts* is used to refer to the task which requires that students have the opportunity to group a number of items and label the groups formed. The teachers should not give them a term or label for a group, because the importance of the task lies in the students' seeing a relationship between items and recognizing that the same items can be grouped in many ways.

It is through this process of listing, grouping, and labelling, that concept development is facilitated and a basis laid for other thinking skills.

The term is used to refer to what was previously called cognitive task one.

GENERALIZATION

Much of what has been said about the nature of concepts and concept formation applies equally well to *generalizations*. The principal distinction between them, we would argue, is essentially grammatical. The term *concept* is usually applied to a single word label standing for abstracted characteristics that a number of instances have in common, whereas generalizations are often defined as statements with wide applicability which are in the form of sentences describing a relationship among the abstracted common qualities in a number of instances. The main ideas in this curriculum are generalizations in this sense since they are statements about human behavior which are selected because of their wide applicability in that area of inquiry.

HYPOTHESIS

In this curriculum the term *hypothesis* is defined as a statement formulated on the basis of relatively little data, applying to relatively specific instances, and, where possible, validated at a later time.

INFERRING AND GENERALIZING

In this curriculum the term *inferring and generalizing* is used to refer to the task which requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data which they have previously collected, formulate inferences on the basis of these data, and state a generalization which they feel is warranted.

This term is used to refer to what was previously called cognitive task two.

INSTITUTION

In this curriculum the term *institution* is defined as a distinctive complex of social actions which is broader than an organization.

KEY CONCEPTS

In this curriculum *key concepts* are defined as words which represent highly abstract generalizations. These powerful abstractions are selected for their capacity to organize and synthesize large numbers of specific facts and ideas. Because of their power, such concepts can be developed in an increasingly more complex and abstract manner throughout the social studies. They suggest not only main ideas which can serve as a focus around which units can be developed, but they also suggest key questions to ask about such ideas.

KNOWLEDGE

In this curriculum *knowledge* is defined as consisting of: 1) key concepts in this curriculum; 2) main ideas; 3) specific facts. It is a body of important information which is selected from the social sciences and which students are expected to learn, understand, and use.

LEARNING ACTIVITIES

In this curriculum the term *learning activities* is defined as those activities in which students participate which are designed to promote attainment of objectives. In earlier literature these were referred to as *learning experiences*.

MAIN IDEAS

In this curriculum the term *main ideas* is defined as generalizations, usually though not necessarily, less abstract than the key concepts. They offer insights into the relationships which appear to exist in the world and which have a great deal of empirical evidence to support them.

ORGANIZING IDEA

In this curriculum the term *organizing idea* is defined as an idea which is an example of the relationship stated in the main idea and around which the content sample and the teaching-learning activities are organized. It is stated in terms students might be expected to use and understand.

QUESTION SEQUENCE

In this curriculum the term *question sequence* is defined as a carefully designed and ordered series of teacher questions which assist students by focusing on each step in performing a cognitive task.

STUDY QUESTIONS

In this curriculum the term *study questions* refers to those questions which have been designed to help students structure the gathering of information in an independent research assignment.

TEACHER'S GUIDE

In this curriculum the term *teacher's guide* is defined as the total book giving a year's teaching-learning program.

TEACHING STRATEGIES

In this curriculum the term *teaching strategies* is defined as a carefully designed and specified sequence of teacher behaviors. Such sequences are intended to be widely applicable and largely independent of particular characteristics of the content samples, students, and other conditions. It is recognized, however, that according to the feedback, strategies will have to be adapted to particular circumstances.

UNIT

In this curriculum the term *unit* is defined as the teaching-learning activities associated with one organizing idea.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Determining relationships (3)

d. Forming generalizations (4)

e. Asking pertinent,penetrating questions (6)

f. Explaining cause-and-effect relationships (7)

g. Forming hypotheses (8)

h. Conceptualizing one's own values (12)

i. Comprehension of concepts and generalizations about the various peoples studied in this unit (17)

j. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT I

MAIN IDEA: INSTITUTIONS TEND TO UNDERGO CONTINUOUS CHANGE.

Organizing Idea: Throughout the colonial period the colonies were changing their ideas about religion, the kinds of laws they should have, the way to educate their children, and ways of using their resources.

Contributing Idea:

1. People interact with their environment by modifying both their behavior and their environment.

Content Samples:

Virginia Colony
Massachusetts Colony
Pennsylvania Colony

Contributing Idea:

2. Diversity of population may tend to limit the degree of agreement on social matters.

Content Samples:

Education
Religion

Contributing Idea:

3. Production requires that certain factors be sufficiently met. People make different modifications to meet a scarcity in any one of these factors.

Content Samples:

Labor
Capital

UNIT I

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Contributing Idea:

4. Beliefs or ways of expressing beliefs tend to change over a period of time.

Content Samples:

Religion
Education
Government

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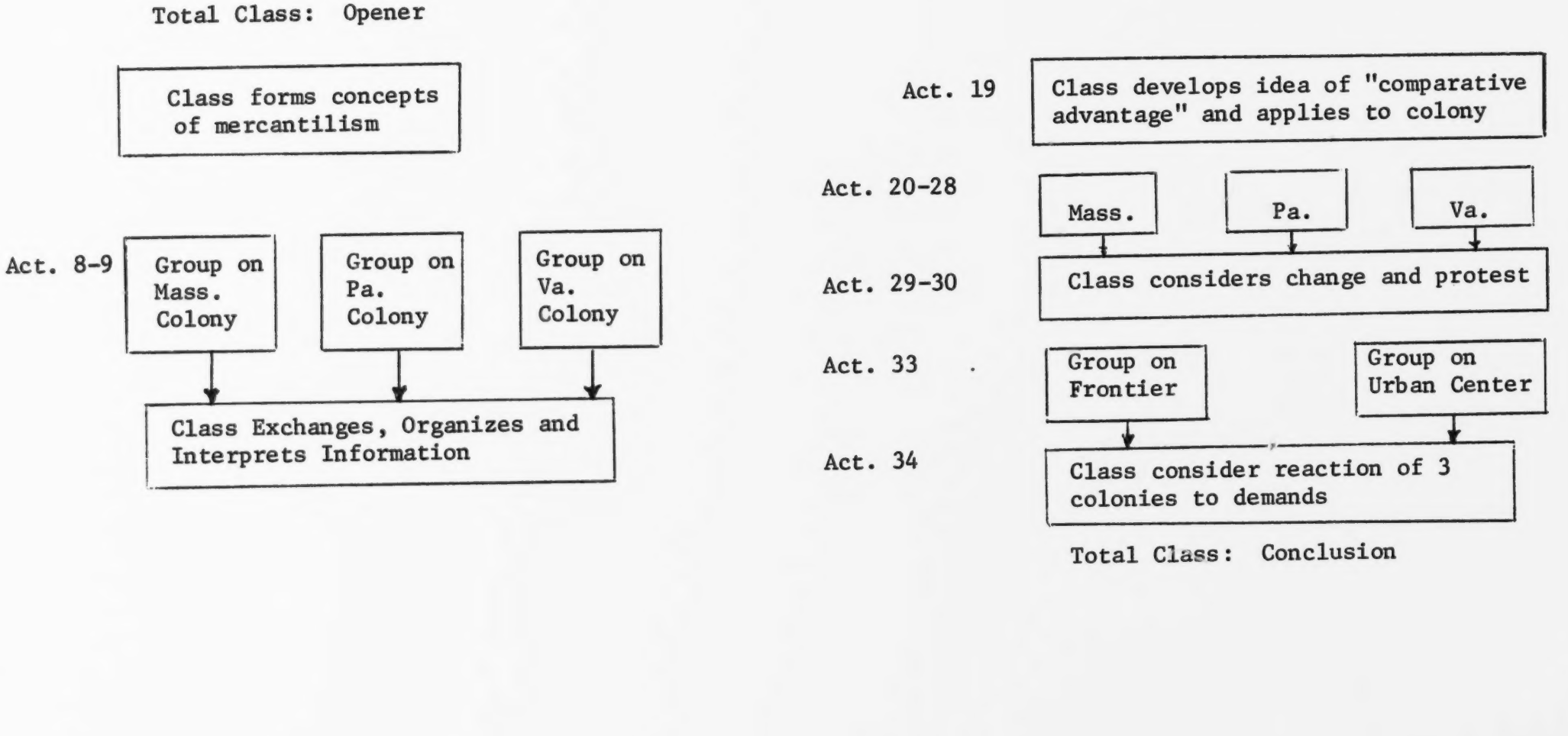
SUGGESTED ORGANIZATION OF THE CLASS

The gathering, organizing, and interpreting of information can be accomplished in a variety of ways. The plan suggested provides for dividing the class into groups at those points where contrasting information is to be gathered in depth.



UNIT I

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Notes to the Teacher	Learning Activities

The composition of a group and the resources available to that group will influence the modifications a group will make. In the following sequence, (Opener - Act. 18) the students consider the different make-up and resources of three colonies and the variety in the development of those colonies.

The purpose of the Opener is to let the students suggest reasons the sample colonies may have differed in their development. Do they suggest and attempt to relate:

- Homogeneous background as opposed to diverse background
- Location
- Resources
- Difference in time when the colony was established

Opener

Present the situation described below to the students. The description might be put on a transparency and projected for the class or duplicated for the students.

Description:

England decided to establish bases in America. Land was opened for colonization.

Colony I		Colony II	
At Founding: 1630	Forests Temperate climate Good water resources Fine harbors Poor agricultural land Population of English origin	At Founding: 1682	Temperate climate Good farm lands Coal, iron Seaport Population from England, North Ireland, Scotland and Germany

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Notes to the Teacher	Learning Activities

	Colony I	Colony II
20 Years Later:	Law passed requiring towns to maintain schools All the schools taught exactly the same subjects - used the same texts Colleges established State-supported Church	20 Years Later: No tax-supported schools had been established Church-supported schools were functioning. People argued about what should be taught. There had been disagreement among settlers over protection from Indians on the frontier. Each church had to support its own ministers. No college had been established

Let the students formulate some explanations as to why the two colonies differed to such an extent at the end of a twenty-year period.

Suggested question sequence:

1) What differences do you notice between the two colonies at settlement?
2) What differences do you notice after twenty years of settlement?
3) How do you account for these differences?

Formulating Hypotheses Students should be encouraged to suggest possible explanations for or predictions in unfamiliar situations. Faulty hypotheses should not be corrected at the point at which they are given, but once additional information has been gathered, they should be checked.

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Notes to the Teacher	Learning Activities
	Typical hypotheses suggested by eighth grade students: · Colony II probably didn't develop a tax-supported school system because they probably were farmers because of that good land, and they were isolated as farmers. · Since Colony I didn't have good farm land they probably had to do a lot of trading so maybe they kept getting new ideas and were more progressive so they thought up the idea about tax-supported schools. · It looks like Colony II wanted to educate their children since they did have church-supported schools, so maybe the reason they didn't have tax-supported schools could have been that they were speaking different langauges, or they weren't used to each other. Colony I's people all came from England.
Keep a record of the hypotheses. They will be checked in Act. 13.	Teachers who are acquainted with Inquiry Training techniques might wish to withhold some of the information in presenting the colonies and use that procedure in this Opener.
	Development
Intake of information This activity is a review of material the students have had presented in Grades Five and Six. While avoiding detailed re-teaching, the teacher may have to do a bit of priming to encourage recall.	1. Display a world map and have the students identify where the most important routes were during the 1500's. Have the students read to find out: · What countries in Europe were interested in exploration of America

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Notes to the Teacher	Learning Activities
	. What countries were profiting most from the wealth of the New World . How England planned to gain command of the trade routes Suggested References: *Texts *Land of the Free*, (Caughey), pp. 17-31, 52 _____ pp. _____ _____ pp. _____ _____ pp. _____ Trade Books *New World, The*, (Morris), pp. 29-37 Motion Pictures: *Age of Discovery* *Navigation: Tool of Discovery* *Why the New World Was Explored* * Space is left after text references to be inserted.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing This is a task that requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data that they have previously collected, to formulate inferences on the basis of these data, and to state a generalization which they feel is warranted. (See introductory material for a full statement on this task.)	2. Discuss the Age of Exploration. Suggested question sequence: 1) What was happening in Europe during the Age of Exploration? 2) How would the competition among European countries affect the Americas? 3) What can you say was generally true in the past that were the results of exploration? 4) From what you know about exploration today, how is it like or different from exploration during the Age of Exploration?
Evaluation Exercise follows Act. 3.	3. Read "Passage to India," (Whitman) to the class. Or Play "Passage to India," the first selection on the Life record that accompanies *The New World* (Morris). Or Read "Columbus Discovers America" in *American Reader*, (Angle), pp. 1-5.

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Evaluation Exercises

Learning Activity 2, Question 4

Inferring and Generalizing

Judgments on the result of this exercise can best be made from individual written exercises. Written exercises can also be used as a starting point for class discussion. At this early stage in a unit it is useful to collect data from written exercises to be used for modification of the instructional program and for comparison with later exercises. A record of student names in a left hand column and headings for criteria uses in evaluation can provide a cumulative record of changes in the quality of a student's responses. A record of the size of groups, especially the top and bottom ones, in each criterion can provide a cumulative record of the pattern of class changes.

The criteria against which student responses can be judged are as follows:

1. Inclusiveness (Objective 4)

   That is, the extent to which a sentence or statement summarizes all of the important (pre-determined by the teacher) similarities and differences between the two periods of exploration. Responses may be grouped as follows:

   a) Those that cover all the important points of similarity and difference.
   b) Those that omit up to two important points about similarities and differences in exploration.
   c) The rest of the responses. Note that this group may be subdivided according to the variety in it. For example, there may be a group of responses that cover differences adequately but not similarities and/or vice versa. Another group could then be made of the rest.

2. Abstractness (Objectives 1,4)

   An abstract word is one which refers to a quality or condition without tangible elements, e.g., "curiosity," "courage," "determination," "wealth." To be suitably abstract a word must be both accurate and precise. The following groups are suggested.

   a) Those responses that have two or more abstract (accurate and precise) words in them.
   b) Those responses that have only one abstract word.
   c) The rest.

3. Qualification or Explanation (Objectives 7,16)

   The extent to which a suitable reason or explanation is given or the extent to which precision is added by means of an explanation.

   a) Group those responses that suitably explain the main point(s) that are made.
   b) Group the rest.

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EVALUATION EXERCISES

4. Ethnocentrism (Objective 9)

   The extent to which students tend to regard modern or American explorers as better than those of some other time or society.

   a) Group those responses which have no examples of ethnocentrism in them.
   b) Group those that have one or more examples of ethnocentrism in them. It may be possible to subdivide this group into the the markedly and the less markedly ethnocentric.

5. Tentativeness (Objective 16)

   The extent to which responses have some explicit recognition of the limitations of the data on which conclusions are based. Indicators of this quality are such as, "From what I can remember. . .," "probably," "might."

Possible Use of Results

1. Note opposite the name of each student and under the criterion label the group in which his response places him. Note for immediate attention any student who is in the bottom group on all categories.
2. Note the size of the top and bottom groups for later comparisons. If over 50% of the class are in the bottom group immediate remedial steps should be taken.

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Notes to the Teacher	Learning Activities
	4. Write on a transparency and project from an overhead projector (or write on the chalkboard) the following situations in England at the time of colonization: · An island · Change in use of agricultural land from crops to pasture · Law providing a man's land passed to his oldest son on the father's death · An increasing population · A large number of unemployed (depression in textile industry) · A growing merchant class with money to invest Duplicate and distribute the statements below. · People developing a new venture often need people to back the project with money. · Some men felt they would have little opportunity to better their lives in England. · People with money they are not using often invest it hoping to earn more money for themselves. · Many people were being forced off the farms. Tell the students to read the statements carefully and see how many they think may be related to the items listed on the transparency. Encourage the students to look for more than one factor in the explanation or relationships. For example:

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Notes to the Teacher	Learning Activities
Identifying Relationships	· Little opportunity (may be related to) → · Land given to oldest son · Change from crops to pasture · Large numbers of unemployed · Increasing population · People forced off the farms → · Change from crops to pasture · Land given to oldest son After a few minutes discuss the kind of relationships the students identified. Suggested question sequence: 1) What relationships did you find? 2) How do you think the items are related? 3) Do you think that situation would present a problem for England or a solution for a problem? 4) What makes you think so? 5) Which situation do you think might have an effect on the colonization of America? Read to the students *Developing the American Colonies*, (Gallman), pp. 5-8 as an overview of this developing need for colonies.
Concept Attainment This activity differs from the Developing Concepts task (Act. 10) in that the strategy used is intended to achieve a particular concept - that of *mercantilism*. This	5. The purpose of this activity is to have the students attain an understanding of the term *mercantilism*. Write on chartpaper or duplicate for each student the examples to be used in the following strategy:

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Notes to the Teacher	Learning Activities
task is referred to as Attaining Concepts while the task in which students express relationships as they see them is referred to as Developing Concepts. In Attaining Concepts there are four steps: · Giving examples and non-examples of the concept · Finding likenesses in the examples and how they differ from the non-examples · Forming a definition of the concept · Testing The manner in which the examples and non-examples are presented should differ according to the needs of the class.	1) Have the students read examples and non-examples of mercantilism. First student reads: The government of Emo noted that the people were buying a large number of cars from the country of Amer. The people of Amer made or raised almost all the things they needed so they bought little from Emo. The government of Emo decided to put a high tax on all cars that came in from Amer. The tax would be so high that few people could afford to buy a car. In this way the people of Emo would be forced to buy cars that were made in their own country. Thus the money Emos spent would be kept in their own country. Tell the students this is an example of mercantilism. Second student reads: The country of Esser had been selling iron ore to the nation of Isle for many years. Isle would smelt the iron ore and from the iron make steel and steel products. Esser bought steel rails, bridge spans, and many other steel products from Isle. Esser had difficulty paying for these items as they cost a great deal more than Esser received for the sale of the ore. The government of Esser decided to build a steel mill and begin to manufacture steel if they could find a good supply of coal. In that way they could spend more of their money at home and provide more jobs for their own people. Tell the students this is an example of mercantilism.

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Notes to the Teacher	Learning Activities
Mercantilism is the term given an economic policy of the 17th and 18th centuries accepted by England and European countries. The policy was based on the idea that wealth was equated with stored gold. Those teachers who wish to develop the term should create examples and non-examples that deal with: · Time · Place · Gold policy	Third student reads: Mr. Wilson owned a plant that processed milk into such dairy products as butter and cheese. He became concerned over the increasing price of milk. He decided he could acquire the milk at lower cost by buying a dairy farm and supplying his plant with milk. He could then cut the dairy farmer out of his profits. Tell the students this is a non-example of mercantilism. Fourth student reads: Mr. Jones of Jones Microscope Company in Los Angeles sold microscopes made in Japan. On a recent trip to Germany he became interested in some microscopes manufactured there. He decided to purchase all future microscopes from the German company. Tell the students this is a non-examples of mercantilism. 2) Direct the students' attention to the two examples of mercantilism. Ask: · What is alike in the examples of mercantilism? Continue discussing how the examples are alike until the students note that: - Mercantilism deals with trade between countries - Mercantilism deals with government policy or action - Mercantilism is an attempt to sell more than is bought

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Notes to the Teacher	Learning Activities
	· How are the non-examples of mercantilism different from the examples of mercantilism? Continue discussing how the examples are different until the students note that - One non-example shows a person buying and selling within his own country - Government policy is not involved in the first non-example - The company that sells microscopes is still purchasing them outside the United States. Nothing is said about tariff. The German manufacturer as well as the Japanese would make more money from the manufacture of the microscope than the merchant would. 3) Ask: From what you have learned by looking at the examples, what would you say the word *mercantilism* means? Continue the discussion until the students build a definition that contains the important elements. 4) Duplicate the following and ask the students to label them as examples or non-examples of mercantilism: · The United States government noted that large numbers of tourists were travelling to Europe and spending much money abroad. Few European tourists were coming to the United States. The government decided to levy a tax on people going outside the Western Hemisphere. The government hopes people will be discouraged from going to Europe.
Evaluation If individuals are asked to record their answers to these three examples, note can be taken of those who incorrectly identify one or more and further examples, discussions or other remediation can be provided.	

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Notes to the Teacher	Learning Activities
	• The government of the United States is concerned that the oil reserves of the country's oil wells not be exhausted. The government has decided to import more oil from foreign countries and save the oil of this country. • The rock groups in the country of Arro complained that they could not make a living because so many Beatle records were being imported from England. Arro put a tariff on Beatle records that would make them cost twice as much as records made in Arro. Discuss with the students their decisions on the examples and non-examples and ask why they made the decisions they did. Use the results as the basis for any future clarification.
	6. Optional Activity: Let a couple of students contact dealers to find out the tariff the United States places on: • Toyotas and Volkswagons • Beatle records • Clothes from London's Carnaby Street • Honda Scooters Have the students share their information with the class.

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Notes to the Teacher	Learning Activities
	7. Select a major current undertaking (such as the launching of Telstar) or some local venture that required the selling of stock. Consider: · The great cost · The risk · How cost and risk are shared · The motives of people buying stock Discuss why such an undertaking would not be financed by one person, even an extremely wealthy one. Let a small group plan a flow chart or bulletin board that shows the investment of money from individuals to company.
Intake of information	8. Read *Developing the American Colonies*, (Gallman), pp. 20-23. Let students compare colonization with the launching of Telstar. Ask: 1) What did the colonists need in order to make the trip and establish a colony in America? 2) How were finances secured? 3) In what way was the early colonizing effort like the launching of Telstar? Divide the class into three groups (or six committees). Let each study one of the following colonies:

UNIT I

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Notes to the Teacher	Learning Activities

(1) Virginia
(2) Massachusetts Bay
(3) Pennsylvania

Each group or committee will be responsible for being resource people on "their" colony. (If six committees are used, each colony will have two committees studying it.) All students are responsible for recording and using the basic information about the three colonies in the discussion periods.

Plan to provide variety for each social studies period by using some of the following activities:

- Reading for a part of each period stories or poetry about the colonies being studied
- Providing time for small groups to plan and execute murals, panels or dioramas of the colony. These should not be planned until adequate information has been accumulated
- Visiting museums
- Using a resource person
- Providing time for the exchange of information every two or three days
- Showing a motion picture of one of the colonies studied
- Providing time for the students who are studying the same colony to meet and discuss the information they have found and the problems they are having finding information
- Providing sessions for students who need assistance in those research skills that will assist them in becoming more efficient in gathering information. For example:

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Notes to the Teacher	Learning Activities
	How to read in several books for information on a given point (Text) _____ p. _____ _____ p. _____ How to take notes for later use _____ p. _____ _____ p. _____ How to use an encyclopedia _____ p. _____ _____ p. _____
Encouraging students to raise questions Experience has shown that better results are obtained by having the students read widely before specific questions are given.	9. Display the material on the colonies and provide an opportunity for the students to browse before deciding which colony they wish to study in depth. When the students have selected a colony, ask: · What do you think would be important to know about these people? List the questions the class raises.

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Notes to the Teacher	Learning Activities
Intake of information	Have the students read several days for answers to their questions and the broad question: · What was life like for the early settlers of the _____ Colony? After the students have had an opportunity to read widely distribute a list of study questions to the class. Add any of the ones below that do not appear on the students' list of questions: · From what country did the colonists come? · Why did the colonists leave their mother country? · Who were some of their leaders? · What religious beliefs did the early colonists have? · What beliefs did they have about government? · What did they believe about education? · What laws did they pass concerning the practice of religion? Concerning Government? Concerning education? · What human and physical resources did they find? · What abilities and skills did they have? · How did they use the human and physical resources they had? Suggested References:

	Texts	Jamestown	Massachusetts	Pennsylvania
Caughey	*Land of the Free*	53-57, 89-95	61-62, 89-95 106-110	78-80, 89-95
Nevins	*Pocket History of the United States, A*	6-26	6-26	6-26
Brown	*United States of America, The*	63-66	68-69	71-73

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Notes to the Teacher	Learning Activities

	Trade Books	Jamestown	Massachusetts	Penn.
Ingraham	*Album of Colonial America, An* (Easy, well-illustrated, Both early/late colonial)	General	General	General
Angle	*American Reader, The*	21-26		
Fisher	*Cabinetmaker, The*	General	General	
Commager	*Heritage of America, The*	23-37	34-40	
Glubok	*Home and Child Life in Colonial Days*	General	General	General
Brown	*Human Side of American History*	13-15, 20	21-23	
Starr	*Living American Documents*		12-14	
Scott	*Living Documents in American History*		34-54	
Meltzer	*Milestones to American Liberty*		4-7	11-12
Morris	*New World, The*	49-55	77-82	84-85
Ezell	*Readings in American History*	13-16		
Scott	*Settlers on the Eastern Shore*	82-101	19-39	59-81
Morris	*Voices from America's Past, Vol. I*	13-21	29-33	
Woodward	*Way Our People Lived, The*		11-37	

Play the record, "The New World," (supplement to book published by *Life*) for the students to get a feeling of life in the Puritan community.

Filmstrip: *Practical World of the Colonists, The*

Filmstrip and Record: *Folk Songs in American History*, "Early Colony Days."

UNIT I

MAIN IDEA: INSTITUTIONS TEND TO UNDERGO CONTINUOUS CHANGE.

Organizing Idea: Throughout the colonial period the colonists were changing their ideas about religion, the kinds of laws they should have, the way to educate their children, and ways of using their resources.

Notes to the Teacher	Learning Activities
	Teacher Background References: *American Economic History*, (Faulkner), pp. 3-90 *American Puritans, The*, (Miller) *School in the American Social Order, The*, (Edwards), pp. 3-179. Deals with change in religion, politics, and education.
Exchanging Information The retrieval chart is intended to act as a reminder of information to be interpreted; it is not intended to limit the information the students use. Encourage them to use additional information they have that might support the relationship they are making. Developing Concepts This task requires that students have the opportunity to group a number of items and to label the groups formed. Do not give them a label. The important point is that the students see the relationship between items and recognize that the same items can be grouped in many ways, not that they be given a term	10. As the students begin to exchange information around a question (or a couple of related questions): · Record the most significant data on a chart. Help the students see that all the facts need not be recorded. The emphasis should be on variety rather than quantity. · When the data on the question (or questions) have been recorded for the two or three colonies studied, let the class compare and contrast them. Because of the volume of information being dealt with, the average class will need help in setting up a chart. Questions such as those listed below should help elicit headings for the chart: · What information did each group find about the colony it studied? · If we organized all the information, what groupings would you suggest? · What would you label these groups of information?

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Notes to the Teacher	Learning Activities
for such groupings. It is through this process of listing, grouping, and labelling, that concept development is facilitated and a basis laid for other thinking skills.. (See introductory material for a full statement on this task.)	The students should become increasingly aware that the purpose of the chart is · To bring order to a large mass of information · To help them recall data quickly as they attempt to make inferences and generalizations about the data The chart might be either a wall chart or a desk-sized duplicated chart for each student. The chart shown below is an example of categories that might be used. The teacher should expand or reduce the number of categories in relation to the ability of her particular class to handle data.
Organizing information When the students decide on the items to be grouped together and the labels to represent their thinking, the organizing of information is primarily a Developing Concepts task. Evaluation Exercise follows Act. 10.	

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Early Colonial Period

Colony	Nat'l. Orig. of Settlers	Purpose: Group	Purpose: National	Beliefs	Physical Resources	How Used	Human Resources
James-town (1607)	England	Wealth (Gold) Improve their lives	Trade	Anglican Church-State Education responsi-bility of home	Good farmland; Long growing season	To raise: tobacco	Indians, Merchants, Unskilled labor, Artisans, Yeomen
Mass. Bay (1630)	England	Avoid perse-cution, Estab. Church State, Improve lives	Trade	State-supported Church, Reading necessary for religion, "The elect" should govern	Furs Harbors Fishing grounds Forests	Fishing Small farms Naval sup-plies	Indians, Artisans, Merchants, Unskilled labor, Yeomen, Educated leaders
Penn-syl-vania (1682)	England Germany Scotland-Ireland Switzerland	Refuge for Quakers Improve their lives	Trade	Education under public authority, All men equal before God, No ordained ministers	Good farmlands Forests	To raise: grain, cattle Lumbering	Indians, Educated leaders, Yeomen, Unskilled labor, Artisans

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Evaluation Exercises

Learning Activity 10

Developing Concepts

Evaluation may be based on individual written responses or on class discussion. The criteria to be applied to the group labels suggested are:

1. Abstractness (Objective 1)

   The extent to which these labels refer to a broad class of items rather than to a concrete item or group of items. Each of the labels for the example chart would be classified as abstract. To be suitably abstract, labels will also need to be precise and accurate.

   a) Group those responses which are suitably abstract.
   b) Group the rest (e.g.,"jobs" - too specific for the purpose at hand; "Good things" - imprecise)

2. Flexibility (Objective 16)

   The extent to which positive changes are made to labels. For example, the replacement of a label with a more precisely abstract one, or a more inclusive one,e.g., Beliefs replacing Churches; or the removal of one of a pair of synonyms among labels.

Possible Use of Results

1. Add to individual records of Abstractness and note changes for instructional purposes.
2. Note the amount of Flexibility and estimate the need for immediate action such as saying, "Are there any other (or better) labels we could use?" A record should be kept of the extent of flexibility for later comparisons.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing For a full statement on this task see the introductory material. An alternate plan might be to have the students list their responses to question 1 at home, then share their responses the next day. Evaluation Exercise for question 2 follows Act. 12. For question 1, the teachers should,prior to the activity, list the major points which could be made and add any others made by students. The number of these points adequately covered by each student (or the class) may then be noted.	11. Focus the students' attention on the wall chart (or individual charts) and through questions encourage them to look for relationships. Let the students work in pairs to answer the question: 1) What differences do you notice among these colonies? List the differences the students give. Ask: 2) Why do you think this (selecting one) difference existed? Ask additional questions until the students suggest a number of factors that might have contributed to the difference. Have each student write his response to the question: 3) What might have been the result of the difference?
Working in pairs usually results in much greater student involvement than work as a total class unit. Many students find working with a partner helps them move more quickly and generate more ideas.	12. Duplicate the quotations below for the appropriate committees. Let the students work with partners. Let each couple (a) select <u>one</u> quotation, and (b) list all the <u>events</u> of the 1600's they can remember or find in their notes that indicated the people were supporting the idea of the quotation or that they were not acting in accord with the idea.

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Notes to the Teacher	Learning Activities

MASSACHUSETTS BAY

Education	From Harvard's first commencement program (1643): "After God had carried us safe to New England, and we had builded our houses, provided necessaries for our livelihood, reared convenient places for God's worship, and settled the Civil Government: One of the next things we longed for, and looked after, was to advance Learning and perpetuate it to Posterity ..."
Government	John Cotton: "Democracy, I do not conceive that ever God did ordain as fit government either for church or commonwealth. If the people be governors, who shall be governed?...Theocracy (is) the best form of government in the commonwealtn, as well as in the church."
Religion	Cotton Mather: "Better whipped, than Damn'd."

PENNSYLVANIA

Education	William Penn: "...we must endear it (the government) to the people. To do this,...we must secure the youth: this is not to be done, but by...education...I say the government is highly obliged...therefore, depress vice, and cherish virtue, tnat through good education, they may become good."
Government	John Woolman, Quaker: "that Men having Power too often misapplied it; that though we made Slaves of Negroes,

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Notes to the Teacher	Learning Activities

PENNSYLVANIA (Cont'd)

and the Turks made Slaves of Christians, I believed that Liberty was the natural Right of all men equally."

Religion — The Quakers accepted without reservation the religious theory of early Protestant reformers, which postulated a Christianity that derived "its authority solely from the voice of God speaking to the individual conscience, they rejected forms and ceremonies, priesthoods, and temples built with human hands."

VIRGINIA

Education — Governor Berkeley, when asked what was being done about education: "The same that is taken in England out of the towns; every man according to his own ability instructing his children."

Government — Author of *Virginia's Cure* (London) objected that wise laws seldom passed the Virginia House of Burgesses, because a majority of them "are usually such as went over Servants thither, and though by time and industry, they may have attained competent Estates; yet by reason of their poor and mean education they are unskillful in judging either or Church or Commonwealth, or of the means of procuring it."

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Notes to the Teacher	Learning Activities
Inferring and Generalizing For a full statement on this task see the introductory material. Evaluation For question 4 - note the number of items from the chart used by the student, accompanied by an adequate explanation (inclusiveness). For question 5, note the number of consequences (inclusiveness) and also the number of these which are important (as judged by the teacher) and the number which are original (cited by only one or two students) and plausible.	VIRGINIA (Cont'd) Religion — Argall of Virginia (1618) insisted colonists go to church on Sunday. He who did not go to church "must lie neck and heels" (chin and knees drawn close together) the following night and be reduced to slavery for a week." Discuss the material that the students have related to the quotations. Suggested question sequence: 1) What did the people of "your" colony do that supported the quotation on education (government, religion)? 2) What did the people of "your" colony do that showed they did not support the quotation on education (government, religion)? 3) In which colony or colonies do you find the most agreement? At this point have the students write their responses to the last two questions: 4) Is there information on the retrieval chart (Act. 10) that would help explain why this is so? 5) What might be the consequences of so much conformity? Of so much disagreement?

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Evaluation Exercises

Learning Activity 11, Question 2

Explaining (Inferring and Generalizing)

The criteria listed below may be applied either to individual pupils - if each is asked to write an explanation - or may be noted as they occur in class discussions, by use of a check list. (In the examples below, the difference to be explained is taken as differences in religious practices.)

1. Use of factual information. The number of facts used in an explanation may be noted, e.g., "Pennsylvania didn't have ordained ministers because the Quakers don't do that." In addition, each fact may be evaluated as to accuracy and relevance. (Objectives 7 and 17)

2. Use of hypotheses, e.g., "Pennsylvania probably didn't have an established church because they couldn't all agree on how it should be." The number of hypotheses used may be noted as well as their relevance and plausibility. (Objectives 8 and 17)

e. Logical coherence. The relationships between facts and/or hypotheses and the event to be explained may be judged as to their logical adequacy. (Objective 7)

4. Tentativeness. The extent to which pupils indicate the possibility of fallibility in explanations as opposed to dogmatism may be noted. (Objective 16)

These criteria may be organized as follows:

		John	Mary			
Facts	Accurate	//	/			
	Inaccurate					
	Relevant	/	/			
	Irrelevant	/				
Hypotheses	Relevant	//	/			
	Irrelevant					
	Plausible	/				
	Implausible	/	/			
Logic	Clear					
	Unclear	/	/			
	Fallacious		/			
Tentativeness			//			

Suggested Uses

If this exercise is repeated frequently when pupils are asked to provide explanations, their growth can be noted. Remedial measures can be taken with the child whose explanations are consistently irrelevant or illogical. Care must be taken however, not to discourage pupils from attempting explanations.

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Notes to the Teacher	Learning Activities
	13. Let the resource group for Pennsylvania research to find whether the Quaker faith was ever made a state-supported church in that colony. Then let them list as many reasons as they can why this did not happen.
Formulating Hypotheses	Let all groups consider:
Checking Hypotheses	1) How do you suppose it was that Virginia had a state-supported church? 2) What would you need to know in order to predict whether a state-supported church was established in Maryland or Delaware?
	Examine the explanations given in the Opener. Did the students give "diverse population" as one reason for differences?
Helping the students become aware that even in selected groups there are usually divergent thinkers.	14. Have the students read an editorial in the paper and then examine events reported in the same paper to see whether there is evidence of disagreement. Let the class share their findings. Does the editor's thinking seem to represent the thinking of all the people?
	15. Have a couple of volunteers report to the class on Roger Williams and Ann Hutchinson.

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Notes to the Teacher	Learning Activities

Suggested References:

		Roger Williams	Ann Hutchinson
Caughey	*Land of the Free*	62	61-63
Starr	*Living American Documents*	14-16	
Meltzer	*Milestones to American Liberty*	8-10	
Brown	*United Staes of America, The*	72-73	

Ask:

- Is difference of opinion something that has arisen in the last few years? What makes you think so?

Evaluation Exercise follows Act. 19.

16. Let each student write on:

- Which colony I think I might have fit into best

Map skills

17. On desk outline maps have the students enter the location of the three colonies being studied.

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Notes to the Teacher	Learning Activities
	Decide on symbols to be used for physical and human resources and enter them on the maps. The students should begin a folder or notebook in which individual work such as maps, timelines, charts, reports, creative writing, can be entered.
	18. Start a room timeline. This should constantly be referred to in determining whether events are occurring in the early, mid, or late colonial period. Use the dates 1600, 1700, 1776 as bench marks. Enter dates for the establishment of the three colonies.

Production requires that factors such as resources, labor, capital and management be sufficiently met. The scarcities and supply differed somewhat between those found in the colonies and those found in England. In the following sequence (Act. 19-28) the class considers the kinds of modifications the colonies made to those scarcities.

	19. Develop the idea of "comparative advantage." This might be done through selecting two or three local industries and finding what the advantage of the location for each is when compared with developing the industry in a distant area. How many factors are involved? Question students until they bring out location of raw materials, favorable climate, power, water, transportation, distance of market, and labor supply.

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Evaluation Exercises

Learning Activity 16

Essay

The following criteria could be used to evaluate attainment of objectives.

1. Variety and Emphasis (Objective 17)
   a) How many different facets of life (economics, education, religion, family life, etc.) are treated in the essay?
   b) How many important (pre-determined by the teacher) aspects of life are omitted?

2. Explaining (Objective 7)

   Note, in each essay, the number of explanation given for choices of colony. These may be further evaluated according to criteria described in Activity 11.

3. Abstractness (Objective 1)

   How many abstract concept words (e.g."attitudes," "commerce") are used appropriately and accurately as contrasted with specific, concrete and/or vague terms (e.g., "better houses;" "nice people")

4. Ethnocentrism (Objective 9)

   Note examples of the tendency to assume similarities between the way of life in colonial times and today which do not exist. Note also unsubstantiated criticizing or critical comments that indicate a form of ethnocentrism.

5. Essay Construction (Objective 17)
   a) The degree of coherence the essay has at the lower end of the range could be a listing of relatively discrete items and at the upper end a well balanced and coherent statement.
   b) The continuous relevance of statements to the conclusion. Some children tend to wander away from the topic while others keep consistently to it.

6. Tentativeness (Objective 16)

   Note the frequency of such words as "probably," "might," "from what we have studied," etc. which indicate recognition of the speculative nature of such thoughts and their basis in less than complete information.

Possible Use of Results

The method of analysis used and the interpretation of it depend on the objectives of the teacher.

To analyze the quality of the content in children's essays a teacher could:

1. a) Add up the number of different and accurately treated aspects of life in the colony mentioned by each student and give bonus points for each abstract term for each "good" explanation and for each indicator of tentativeness and additional points for coherence with points taken off for ethnocentrism.

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Evaluation Exercises

b) Use the scores to place the stories in four or five groups; the two or three best ones, the two or three worst, the six or seven in the next best and next worst groups and the 11 or 12 in the middle.

c) Record scores for future comparisons, note inaccuracies and ethnocentrisms for specific and immediate remediation; level of abstraction, and the incidence of explanation and tentativeness for broader treatment through discussions over a period of time.

2. Underline each abstract terms, each explanation, and each indication of tentativeness, and check each inaccurate and ethnocentric term. Then, also considering factors of coherence, put them in groups by a general inspection of the papers. The suggestions in 1 c) above could then be followed.

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Notes to the Teacher	Learning Activities
	20. Let each committee decide on the main export of "its" colony. With partners, have them list the advantages of producing <u>that</u> export item <u>there</u>. Let the students exchange their thinking and discuss why the Puritans didn't try to grow tobacco and why the Virginians didn't compete in fishing. How does the local situation parallel colonial industries? Suggested References: *Economics of the Community*, (Boylan), pp. 50-51 *Land of the Free*, (Caughey), pp. 89-90
<u>Developing Concepts</u> For a full statement on this task see the introductory material.	21. Let the students work in pairs to consider briefly a situation in "their" colony. · <u>Virginia</u>: William Lee realizes that tobacco is in great demand. He wishes to become a tobacco farmer. What will he need? · <u>Pennsylvania</u>: John Freeman sees a growing need for horseshoes, simple machines, etc. He wants to develop an iron works. What will he need? · <u>Massachusetts</u>: James Winthrop realizes that fish are in great demand. He wishes to operate a fishing boat in the Atlantic. What will he need?

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Notes to the Teacher	Learning Activities
The purpose of this activity is: To assess the students awareness of factors of production · To note the relationships the students see between items · To note whether they express the categories of land, labor, capital and management (technical skills) Evaluation Assess labels in terms of Abstractness (Act. 10) and Flexibility (this will be noted as class suggests changes to composite list on board - see Act. 10). Compare results with Act. 10.	After three or four minutes have the pairs meet in groups: 1) To consolidate their lists 2) To select a reporter for the group List the items the first group reports and then ask the other groups for any additional items they may have. Have each student work individually: · To group the items listed on the board · Give each group a label Use the results of this activity in providing information on factors of production. Suggested Reference: *Economic Ideas and Concepts, Teachers' Guide,* (Calderwood), p. 5
Intake of information	22. Let each committee read to find what adaptations the colonists made to accommodate the scarcity in labor and capital. What part did government play in production in colonial times? Compare the contribution of Indians in the Spanish colonies with that of the English colonies. How do you account for the difference?

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Notes to the Teacher	Learning Activities
	Suggested References: Texts: *Land of the Free*, (Caughey), pp. 91-97 _____ pp. ____ _____ pp. ____ Others: *Developing the American Colonies*, (Gallman), pp. 30-38 *New World, The*, (Morris), pp. 95-109, 114-116
Exchange of information	23. Let students exchange this information and identify which modifications helped to meet scarcity in labor, which in capital. For example: · Killing trees and planting between, rather than clearing land · Indentured servants, slaves · Agreement of fishing crew to take part of the catch as wages · Use of friends, family, servants, to build barns, etc. · Engaging in type of manufacturing that required little heavy machinery · Advertising in Europe for workers · Letting soil wear out, moving on List these modifications on the chalkboard. Ask:

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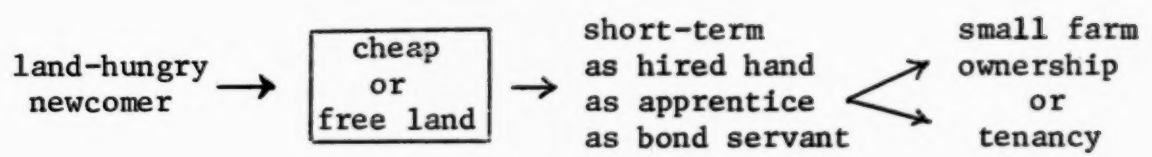
Notes to the Teacher	Learning Activities
	· Which of the adaptations show a rich supply of some factor of production?
Organizing information	24. Emphasize the never-ending need for labor in the colonies. Let a group develop a flow-chart to show what was happening as laborers secured land. For example:



Inferring and Generalizing

Evaluation Assess responses on criteria of Inclusiveness. (Are relationships among factors expressed in abstract terms?) Record on class list to note changes on individual ratings.

Have the students look on the chart for answers to the following questions:

1) What might affect the Old World custom of following one's father's occupation?
2) Why were people not apt to stay on one piece of land all their lives?
3) What problems might a landholder have in keeping labor?
4) How would the need for labor affect wages?
5) How might the shortage of labor affect inventions?

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Notes to the Teacher	Learning Activities
Attitudes, Feelings, and Values Often students accept a "cause" or "explanation" of a situation as justification. Therefore the purpose of this activity is to have the students explore the values of one who accepts scarcity as justification for virtually any action. Evaluation Exercise follows Act. 28.	25. Have the students look at the modification listed on the chalkboard, (Act. 23). Ask: 1) Which of these acts concerned people other than the English colonists? Additional questions will probably be necessary to elicit the fact that these actions affected both the African and the Indian. Some students may have insights into how the traders might have been affected. 2) What do you think were their reasons for taking these actions? 3) What do these reasons tell you about what these colonists thought was important? 4) Suppose you did not have carfare home and you saw a boy drop a dollar from his wallet. What would you do? Why? 5) What does this show you about what you think is important? 6) Would you behave the same way if you knew he was rich/poor? Why? 7) What else does this tell you about what you think is important? 8) What differences do you see in what all these people think is important? 26. Develop with the students a chart of the double triangle of trade that involved the slave trade.

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Notes to the Teacher	Learning Activities

Suggested References:

Developing the American Colonies, (Gallman), p. 56
Land of the Free, (Caughey), p. 77

_____ p. _____

27. Put the following information on the chalkboard:

Tobacco Export			
	1619	1700	1771
lbs.	20,000	40,000,000	71,000,000

Slave Population				
	1619	1690	1700	1771
Va.*	20	9,000+	16,000	188,000
Md.*		2,000+	3,000	64,000

*Major tobacco-growing colonies

Help the students make a relationship between the two tables.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing For a full statement on this task see the introductory material. Evaluation Responses to 4 can be evaluated on criteria of Inclusiveness Abstractness, Qualification (see Act. 2). Compare individual and class results for instruction purposes.	Suggested question sequence: 1) What do you notice about the tobacco export? 2) What do you notice about the slave population? 3) How do you account for the growth of slave population? Pursue questioning until students make a relationship to the movement of the bound servant to his own small farm or tenancy (Act. 24) as well as to the tremendous expansion in tobacco planting. At this point have the students write a response to the question: 4) What statement can you make about the relationship between tobacco production and the slave population? 28. Have the students enter on the timeline the data when there was tremendous growth in the slave trade.

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Evaluation Exercises

Learning Activity 25

Attitudes, Feelings and Values

Questions such as these, particularly 4, 5 and 6 are especially useful in assessing feelings and attitudes, provided students can be encouraged to be free and frank. The following criteria could be used to evaluate responses of individuals (if written) or the total class.

Ethical Concern (Objectives 9,10,11)

The following categories may be used to group or note responses to 4 and 6.

a. Expedient Reasons are incomplete or are unsatisfactory because they reflect a narrow self-centered view of the situation or a lack of concern to give any serious thought to it. e.g., "Because I think so," or , "Because that's what I did one day," or, "Because he doesn't need it and I do."

b. Acceptance of Rules Reasons depend on some authority or set of rules, or to a vague ethic, e.g., "Because that's what you should always do." or, "That's what adults say you should do." or "That's what I learned is right."

c. Concern for participants An attempt to recognize the likely views and/or problems of the other person in relation to those of the responder.

Rationality (Objectives 7,8)

The degree to which "problem solving" is applied to the situation.

a. Only one solution is suggested, and there is no evidence that the student has considered or is aware of the possibility of alternatives.

b. Two alternative lines of action are offered without elaboration.

c. More than two lines of action are suggested and/or there is an expressed willingness to consider other options.

Note that this criterion could also be used to evaluate responses to 5 and 7. Abstractness could also be used for these, i.e., the extent to which responses are expressed in precisely abstract rather than in concrete terms. (See Act. 2)

Question 8 responses could be evaluated on criteria of Inclusiveness and Explaining.(See Act. 11)

Possible Use of Results

Comparisons may be made with previous activities that have used the above criteria and with others later in the year. In general, one would hope to see substantial increases in frequencies in the latter categories of the above criteria.

UNIT I

MAIN IDEA: INSTITUTIONS TEND TO UNDERGO CONTINUOUS CHANGE.

Organizing Idea: Throughout the colonial period the colonists were changing their ideas about religion, the kinds of laws they should have, the way to educate their children, and ways of using their resources.

Notes to the Teacher	Learning Activities

Over a period of time people may change in their beliefs or in how their beliefs should be expressed. In the sequence that follows (Act. 29-Conclusion) the students examine the change in beliefs and practices of the colonists during the late colonial period and the early national period.

29. Have the students check to see who Cotton Mather and Samuel Torry were and when they lived.

Project the following quotations on an overhead projector or write on the chalkboard:

> Cotton Mather: I saw a fearful degeneracy, creeping, I cannot say, but rushing in upon these churches;...I saw a visible shrink in all orders of men among us from that greatness, and that goodness...that our God brought...into this land...

> Samuel Torry: Truely, so it is, the very heart of New England is changed and exceedingly corrupted with the sins of the Times...

Suggested question sequence:

1) What are these two men concerned about? (Continue a line of questioning until students become aware that these two men see change in religious attitudes).
2) Why do you suppose this change has been coming about? (Pursue until students relate change to a number of factors, i.e., several generations removed from the first religious zealots, movement to frontier, concern with creating wealth, etc.).

Evaluation Responses to 3 (next page) could be evaluated on the basis of Inclusiveness and Originality as in Act. 12 and comparisons made between the two sets of results for individuals and the class to note changes for instructional purposes.

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Notes to the Teacher	Learning Activities
	3) What do you think might be the results of this change in religious attitude? (You may have to recall the church's relationship to education and laws in order for the students to hypothesize about effects.)
Inferring and Generalizing For a full statement on this task see the introductory materials.	Actually, interest in education declined at the turn of the century (1700's). Many factors might account for it, for example, removal of religious motive, frontier life, and the out-dated curriculum.
Intake of information	30. Let the students read widely on at least two protestors who were seeking change during this period (late 1600's into 1700's). Benjamin Franklin Emma Willard Noah Webster Thomas Jefferson Nathaniel Bacon Peter Zenger (or others) Suggested study questions: · Where and when did this protestor live? · What was his occupation? · What was he protesting against? · What was he recommending? · What was he able to do?

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Notes to the Teacher	Learning Activities

Suggested References:

STUDENT REFERENCE	Zenger	Franklin	Jefferson	Willard	Bacon	Webster
Heritage of America, (Commager)					53-61	
Land of the Free, (Caughey)	110	112			121	
Living Documents in American History, (Scott)	26-30					
New Thinking in a New World, (Winters, Jones)		6-17	22-33	51-66		35-49
Settlers on the Eastern Shore, (Scott)	13-14					
TEACHER REFERENCE						
Milestones to American Liberty, (Meltzer)	13-14					
School in the American Social Order, The, (Edwards)						

Filmstrip: *Peter Zenger: Struggle for a Free Press*

Organizing information

31. Have at least one report on each of the protestors.

    Discuss these protestors to help students see both the wide concern of these leaders (on education, on voting rights, on freedom of the press, etc.) and the switch from the leadership being in the hands of the minority to the hands of merchants, farmers, and artisans.

UNIT I

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Notes to the Teacher	Learning Activities

Inferring and Generalizing For a full statement on this task see the introductory material.

Evaluation Responses to 5 will provide important information on the pattern of generalizing abilities in the class. Use criteria of Inclusiveness, Abstractness, Ethnocentrism. Attempt to deal with serious discrepancies immediately. Compare results with those from similar exercises to assist planning of the instruction.

Evaluation Responses to question 3 in this activity can be judged as to a student's ability to go beyond the specific instances listed to make inferences about people in general. The following broad categories are recommended for grouping responses:
1. Plausible and accurate inferences about protestors in general, and expressed in abstractness.

On the chalkboard organize the information in some way. For example:

Protestor	Occupation	What was he against	What was he suggesting	Results

Suggested question sequence:

1) What do you notice about the occupations listed?
2) How do they differ from the leadership of the early colonial period?
3) What do you notice about the demands of these leaders?
4) How do these demands contrast with the concerns of the leaders in the early colonial period?
5) What can you say was generally true about leadership in the late colonial period?

32. Let students examine newspapers, watch TV, etc., to see:

Who is leading protests today
What they are protesting
What suggestions they are making

Discuss the contemporary protestors with the students. Ask:

UNIT I

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Notes to the Teacher	Learning Activities
2. Plausible and accurate inferences about protestors in general and expressed largely as concrete instances. 3. Responses which do not go beyond instances already studied.	1) What likenesses or differences do you notice between protestors today and those of colonial times? 2) How do you account for these likenesses/differences? 3) What can you say about people who protest?
Formulating Hypotheses	33. Let the class divide itself into two sections--rural and urban--and present a list of requests for expenditures to the legislature. For example: Frontier: Protection from Indians and use of Indians; Means of transportation to market Urban Centers: Docks; Roads into interior; Public buildings; Education Let the class consider how the different colonies might react to these requests: - Quaker reaction to a request for arms to be used against Indians - Wealthy shippers of New England to a request for roads into the frontier - Plantation owners to a request for public buildings How did these points of view reflect the purpose of the founders of the colony? (See chart in Act. 10) This experience might be carried on through role playing with small groups presenting demands and arguments.

UNIT I

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Notes to the Teacher	Learning Activities
	Suggested References: *Americans, The: The Colonial Experience*, (Boorstin), pp. 54-58. (Teacher Reference). Filmstrip: *Affluent Society of the 18th Century, The*
Inferring and Generalizing For a full statement on this task see the introductory materi[illegible] Evaluation Use the same criteria as for [illegible] 2 and compar[illegible] results for indi[illegible] [illegible]ole class with this act[illegible] [illegible]evant aspects of Acts. [illegible], 12, 27 a[illegible] 32.	34. Have the students work in pairs to list for "their" colony any episode they would consider evidence of: · Colonists demanding a voice in making laws List on the chalkboard the evidence that the students give. Ask: · What can you say was happening throughout the three colonies we have been studying? Conclusion Duplicate the following material.

UNIT I

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Notes to the Teacher	Learning Activities

DIRECTIONS:

- Work with a partner. Select one quotation. List all the events you can remember or find in your notes or reference books to prove that the quotation refers to the colony of Pennsylvania, Massachusetts, or Virginia. DON'T FORGET TO CHECK YOUR CHART.

- When you feel you have proved the identity of the colony write a statement as to whether the statement describes the colony in 1) the early colonial period, 2) late colonial period, or 3) can't tell.

- Proceed to another quotation of your choice.

I A STATEMENT REGARDING PRODUCTS:

"Commodities of the growth of our country--we never had any but tobacco, which in this yet is considerable, that it yields His Majesty great revenue."

II A STATEMENT OF AN ATTITUDE TOWARD SLAVERY:

"A common laborer, white or black, if you can be so much favored as to hire one, is a shilling sterling or 15 pence currency per day; a bungling carpenter 2 shillings or 6 pence per day; besides diet and lodging. That is, for a lazy fellow to get wood, 19.16.3 pounds current per annum; add to this seven or eight pounds more and you have a slave for life."

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Notes to the Teacher	Learning Activities
	III A STATEMENT ABOUT PROGRESS IN LEARNING: "Arts and sciences seem to have made a greater progress here than in any part of America.....College has been founded about a hundred years." IV A STATEMENT ON COLONIAL SUPERIORITY: "....has, in many respects, the advantage of every other colony ..... The people are purer English blood, less mixed with Scotch, Irish, Dutch, French, Danish, Swedish, etc., and descended from Englishmen, too, who left Europe in purer times than present, and less tainted with corruption than those they left behind them." V A STATEMENT BY REV. ANDREW ABOUT A COLONY: "The character of the inhabitants of this province is much improved, in comparison to what it was; but Puritanism and a spirit of persecution is not yet totally extinguished."

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Notes to the Teacher	Learning Activities
The task might be organized in many different ways during this activity. For example: • Pairs might assume responsibility for preparing one or two statements on "their" colony. • Individuals might assume responsibility • A small group might decide how the information could be charted and submit the plan to the class Provide for a way of sharing the results with the total group through duplication of the chart.	Have the students meet in groups of four (two pairs that have chosen the same quotations) to: • Compare the conclusions of the students • Select one person to report After three or four minutes ask the first group to report on one quotation. Then ask: • Was there a difference of opinion in your group? • Did another group reach a different decision? What evidence did you list? Have the students organize brief statements about change that occurred, in: • Religion • Government • Education • Trade

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Notes to the Teacher	Learning Activities

First Example of Chart Developed by Students

Colony	System	At Founding	Transition	In 1775
	Government - Beliefs and practices ⟶			
Virginia	Religion - Beliefs and practices ⟶			
	Trade - Resources and use ⟶			
	Education - Beliefs and practices ⟶			
Massachusetts				
Pennsylvania				

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Notes to the Teacher	Learning Activities

Second Example of Chart Developed by Students

	Early Colonial	Late Colonial
<u>Virginia</u> - Religion - Education - Government - Trade	— — — — → — — — — → — — — — → — — — — →	— — — — → — — — — → — — — — → — — — — →
<u>Massachusetts</u> - Religion - Education - Government - Trade		
<u>Pennsylvania</u> - Religion - Education - Government - Trade		

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Notes to the Teacher	Learning Activities
Inferring and Generalizing Responses to question 1 can be evaluated by criteria of Inclusiveness, Abstractness. As a subdivision of the latter a note could be made of the incidence of value judgments about progress or deterioration in the trends. Steps should be taken to encourage judgments of this as well as explanations for them. Also note examples of Ethnocentrism (Act. 2) and compare with previous exercises. Paragraphs should be grouped into the same kinds of categories as for Act. 32. Those in the top group should in addition have two or more concrete illustrations for the general points made. It should be possible to place essays into 5 or more groups and from these to plan appropriately for the next unit.	After the students have completed the charting discuss the changes. Suggested question sequence: 1) As you look at the changes that took place what trends do you notice? Typical responses from eighth-grade discussion: · It seems that at the end they weren't just studying so they could read the Bible and the teachers weren't hired by the ministers, so I'd say that the schools were getting farther away from the church. · Even if they did have more school buildings and laws about going to school I don't think you could say things were better because they weren't counting all the black children that they didn't educate. · It seems like more and more frontier people and people who didn't belong to the rich group were demanding to have laws passed that they thought were right. Have the students write a paragraph in response to the question: 2) What can you say happens to many of the things people believe and do over a period of time?

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Determining relationships (3)

d. Forming generalizations (4)

e. Applying generalizations (5)

f. Asking pertinent, penetrating questions (6)

g. Explaining cause-and-effect relationships (7)

h. Forming hypotheses (8)

i. Sensitivity to feelings and thoughts of others (9)

j. Conceptualizing one's own values (12)

k. Ability to relate one's own values to those of others (13)

l. Comprehension of concepts and generalizations about the various peoples studied in this unit (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT II

MAIN IDEA: POLITICAL CHANGE RESULTS FROM DISSATISFACTION WITH THE STATUS QUO; CHANGES REFLECT ATTEMPTS TO DEAL WITH CAUSES OF DISSATISFACTION.

Organizing Idea: *Both the War for Independence and the forming of the Constitution were efforts of the people to solve the problems they were having under their form of government.*

Contributing Idea:

1. Density of population and availability of land often influence the relationships among people.

Content Samples:

English Colonies
New France

Contributing Idea:

2. The self-concept of a people may be related to the degree of success they have experienced in meeting the problems confronting them.

Content Samples:

Frontiersmen
Colonists

Contributing Idea:

3. Communication and agitation often move groups to decisive action.

Content Samples:

Sons of Liberty
Common Sense
War for Independence

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Contributing Idea:

4. Discontent arising from the inadequacy of a political structure may require a definite change of structure.

Content Samples:

Articles of Confederation
Constitution

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SUGGESTED ORGANIZATION OF THE CLASS

The gathering, organizing, and interpreting of information can be accomplished in a variety of ways. The plan suggested provides for dividing the class into groups at those points where contrasting information is to be gathered in depth.

Total Class: Opener

Act. 1-5 — Class reads, checks hypothesis on Proclamation of 1763

Act. 6-10 — Pairs consider reaction of Indian and colonist to Proclamation and to land speculation

Act. 11 — Class considers the changing attitude of colonists toward England

Act. 12-14 — Colony Group gather information on growing rift; Eng. Group gather information on growing rift

Class exchange organizes and interprets information

Act. 15-22 — Class gathers, exchanges, and interprets information on events leading to complete breach with England

Act. 23 — Class considers alternative to war

Act. 24 — Class considers situations at school in which crisis developed

Act. 25-27 — Class gathers information and the War for Independence and infers the effects on many different groups

Act. 28-30 — Class gathers and organizes information on problems under Articles of Confederation

Pairs gather information on provisions in Constitution to deal with

Pairs etc.

Total Class: Conclusion — Class generalizes about the effect of of the Constitution on these problems

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Notes to the Teacher	Learning Activities

The relationship between neighbors is often influenced by problems arising from density of population and availability of land. In this sequence (Opener-Act. 10) the students consider the growth of the colonies east of the Appalachians and the colonists' desire to move to the lands west of the crest.

Formulating Hypotheses

Opener

Display a map of the land claimed by the French and by the English prior to the French and Indian War.

If a commercial map is not available, make a transparency and project it from an overhead projector.

Suggested Map References:

Land of the Free, (Caughey), p. 125
United States of America, The, (Brown), p. 97

_____ p.___

_____ p.___

Write these figures showing the number of colonists on the chalkboard or on the transparency with the map.

Year	Area	Number of Colonists
1750	New France	80,000
1750	English Colonies	1,500,000

UNIT II

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Notes to the Teacher	Learning Activities
	Let the students compare the land area claimed by the two countries and the population density of each. Suggested question sequence: 1) What differences do you notice in the land area claimed by the French and the English? 2) What differences do you notice in the English and French population figures? 3) What problems might arise? At this point have each student write a hypothesis about the likely consequence of the situation between the French and English colonies. Tell them to consider: · Whether problems might arise on which these two colonial powers would cooperate · Whether it would be in the interest of one or the other of these two colonial powers to compromise if problems arose · Whether there would be no cooperation or compromise Have the students meet in groups of three to: · Share the hypotheses they have formulated · Select someone to report for the group Let the students share their thinking by asking the first group: · Was there more than one point-of-view in your group? Ask the class: How many other groups had ideas that were different from the ones the first group reported?
Evaluation Note the variety of predictions made. To what extent are different points of view indicated?	

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Notes to the Teacher	Learning Activities
These hypotheses will be checked in Act. 2.	Have each student file his hypothesis in his folder to be checked later.
	Development
Intake of information	1. Ask the students to read about the French and Indian War. Suggested study questions: · What were the points of disagreement among the French, the Indians and the English? · What was the role of the Indian in the war? · What agreements were reached in the treaty at the end of the war? Suggested References: *Land of the Free*, (Caughey), pp. 125-128 *Pocket History of the United States*, A, (Nevins), pp. 55-62 _____pp. ___ Filmstrips: *French and Indian War, The*, "Colonial America" *French and Indian War*, "Separate Colonies"
Checking Hypotheses	2. Have the students check the hypotheses formed in the Opener. Ask:

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Notes to the Teacher	Learning Activities
The intent here is that students <u>evaluate</u> their own hypotheses. Avoid doing it for them.	• Did you correctly predict what happened between the French and the English? • What happened that you did not anticipate? • What situations do you know about today where there is a high density of population? • How <u>might</u> this affect relations with neighboring countries?

3. Duplicate the following for the class. Ask each student to select one unfinished statement and complete it telling:

   • Who is speaking
   • What he thinks the person might do in this situation
   • Why he might make this decision

TIME: End of French and Indian War 1763

I have always considered the Frenchman my friend. He supplied me with guns, he bought the skins of the animals I trapped. Now, ...
This farm was cleared by my grandfather. Now, the soil is worn out and the harvest grows smaller each year. I think I'll.....
I have roamed through these forests all my life. I knew where to set my traps and which Indians were my friends. Now my hunting ground has been taken over by someone who does not speak my language. I think I'll.....

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Notes to the Teacher	Learning Activities
	List on the chalkboard the persons the class thought were speaking and the decisions they think might be made. For example: Frenchman: Make friends with English; Go to Quebec; Become a farmer Indian: Go farther west; Fight English Colonist: Move into new territory
Inferring and Generalizing Evaluation. See Unit I, Act. 2, 11.	Discuss the suggested decisions. Ask: 1) Which decisions seem reasonable to you? Why? 2) Which do not seem reasonable? Why? 3) Who would seem to be in the happiest situation at the end of the French and Indian War?
Intake of information	4. Have the students read about the Proclamation of 1763. Suggested References: *Land of the Free*, (Caughey), p. 128 *Pocket History of the United States, The*, (Nevins), p. 72 *United States of America, The*, (Brown), p. 106. (Includes information on England's reasons for the proclamation.) *1776: Journal of American Independence* (Sanderlin), p. 28. (Includes information on England's reasons for the proclamation.)

_____ p. ____

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Notes to the Teacher	Learning Activities
Inferring and Generalizing See Unit I, Act. 2, 11 for evaluation suggestions.	Have the students look again at the material given them in Act. 3. Ask: 1) Which of the three persons speaking do you think was most unhappy with the Proclamation of 1763? 2) Why do you suppose England issued this proclamation? 3) How do you think it would affect the relationship between England and the English colonists? 5. Ask the students to consider the question: • How do you think the following situation might affect the colonist? • If a colonist fought beside a trained British soldier and fought just as effectively • If a colonist saw some British officers blunder in the wilderness fighting • If a frontier farmer fought with the British soldiers because he felt he needed England to protect him from Indian attacks 6. Duplicate the situations given below or project them from a transparency. Let the students work in pairs to discuss one situation (determined by the colony he studied in Unit I.) Tell them to consider:

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Notes to the Teacher	Learning Activities
Evaluation See Unit I, Act. 2 for criteria appropriate here.	• The plight of the person • What steps he might take to solve the problem Massachusetts: Mr. Morris has been investing vast sums of money in a fishing fleet. Winter storms have caused great losses. He thinks buying great tracts of land for resale will be less risky business. Pennsylvania: Mr. Wright has been making great sums in illegal trade with the Spanish. He fears heavy fines if he is caught, and thinks land for resale might be a good, safe investment. Virginia: Mr. Vickery examines his great fields of tobacco and notes that the quality is not good. He realizes the soil is worn out and he must develop a new plantation. Suggested question sequence: 1) What is the plight of each of these men? 2) How does Mr. Vickery's plight differ from that of the other two men? 3) What other possible investments might they be able to make? 4) What investment does the mercantile policy limit? 5) What will each of these men do with the land after he has purchased it? 6) How will these men feel about the Proclamation of 1763? Suggested Teacher Reference: *American Economic History*, (Faulkner), pp. 121-122

MAIN IDEA: POLITICAL CHANGE RESULTS FROM DISSATISFACTION WITH THE STATUS QUO; CHANGES REFLECT ATTEMPTS TO DEAL WITH CAUSES OF DISSATISFACTION.

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Notes to the Teacher	Learning Activities
	7. Have the students write a paragraph on the Indians' point-of-view on land speculation. OR Let two students role play an argument between a land speculator and an Indian Chief as each views the lands west of the Appalachian crest.
Attitudes, Feelings, and Values Evaluation Procedures presented in Unit I, Act. 2 and 25 may be adapted for use here.	8. Read "A Betrayal" from *America, America, America,* (Giniger). Suggested question sequence: 1) How did Logan say he behaved at first toward the white man? 2) What did he say he did after his family had been murdered? 3) What do you think were his reasons for this change in behavior? 4) What do these reasons tell you about what he thought was important? Encourage a number of students with different interpretations to respond. 5) If someone who had been a good friend of yours for several years began to steal from you, what would you do? Why? 6) What does this tell you about what you think is important? Encourage several students to respond to questions 5 and 6.

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Notes to the Teacher	Learning Activities
	7) What differences do you see in what all these people think is important?
	9. Let the students examine the real estate section of Sunday newspapers for advertisements offering acreage for sale. Have them read to find out: · Who is offering the acreage--a person or a land company? · Where are the areas that are offered with an eye to future development? · Is much of this land in particular areas? Why are these areas being promoted? Discuss the point that both the individual and company invest with a plan for future resale at a profit. OR If the school is located in an area of rapid development, let the students interview parents or business men to find out what is happening to land prices in the area.

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Notes to the Teacher	Learning Activities

10. Make the following population data available to the students:

Estimated Population of American Colonies: 1610-1780

Series Number	Colony White & Negro	1770	1760	-----	1660	-----	1630	1610
6	Mass.	235,308	222,600		20,082		506	----
11	Pa.	240,057	183,703		------		-----	----
14	Va.	447,016	339,726		27,020		2,500	350

From *Historical Statistics of the United States, Series 2, 1-19*

Expression

Have the students examine the population chart and complete the following in a paragraph:

As a <u>(Virginian)</u> this is what I think has to happen....because...

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Organizing Idea: *Both the War for Independence and the forming of the Constitution were efforts of the people to solve the problems they were having under their form of government.*

Notes to the Teacher	Learning Activities

Communication and agitation often move a group to decisive action. In the sequence that follows (Act. 11-25) the class considers the events that followed the Proclamation of 1763 and the importance of communication and agitation in moving the colonists to declare independence.

Intake of information

11. Show the motion picture *Dawn of the American Revolution*. Tell the students to look at the film to find out:

    · What new idea the film gives about the changing attitude of the colonist toward England

Project from an overhead the following statements by John Adams in 1818:

> The Revolution was effected before the war commenced. The Revolution was in the minds and hearts of the people.....

Inferring and Generalizing

Ask the students to think for a moment on the question:

· What did you see or hear in the film that would support this statement of John Adams?

Alternate Reference:

If this film is not available, read the introduction to *1776: Journals of American Independence*, (Sanderlin), pp. xv-xxxii or read "An Interview with Captain Preston" from *Discovering American History*, (Kownslar), pp. 125-126.

UNIT II

MAIN IDEA: POLITICAL CHANGE RESULTS FROM DISSATISFACTION WITH THE STATUS QUO; CHANGES REFLECT ATTEMPTS TO DEAL WITH CAUSES OF DISSATISFACTION.

Organizing Idea: Both the War for Independence and the forming of the Constitution were efforts of the people to solve the problems they were having under their form of government.

Notes to the Teacher	Learning Activities
Intake of information	12. Divide the class into "Colonists" and "Englishmen still in England." Have them research the rising dispute over who should pay the costs of fighting the French and Indian War. Tell the students to keep their role in mind. Let the students work in pairs for not more than five minutes to list questions in response to the following: · If you had the responsibility for deciding who should pay the costs of the French and Indian War and how the money would be raised, what questions do you think it would be important to ask?
Encouraging students to formulate their own questions Evaluation Questions may be evaluated according to criteria in Unit I, Act. 2, 16 as well as on the basis of their relevance.	List on the chalkboard (or on a transparency) the questions the pairs submit. Duplicate the questions and add any of the following that were not included. Suggested study questions: · Who had benefited by the French and Indian War? · What additional expense did Britain have on the new frontiers? · What decision was made as to who would pay for the war and protection? · How was the money to be raised? · When were these acts passed? · How did the colonists react? · What reasons were given for their reaction?
Some students will need re-teaching of note-taking skills	Suggested References: Texts

MAIN IDEA: POLITICAL CHANGE RESULTS FROM DISSATISFACTION WITH THE STATUS QUO: CHANGES REFLECT ATTEMPTS TO DEAL WITH CAUSES OF DISSATISFACTION.

Organizing Idea: *Both the War for Independence and the forming of the Constitution were efforts of the people to solve the problems they were having under their form of government.*

Notes to the Teacher	Learning Activities
	Land of the Free, (Caughey), pp. 128-130 *United States of America, The*, (Brown), p. 105 _____ pp. ___ _____ pp. ___ _____ pp. ___ Other *America Is Born*, (Johnson), pp. 196-212 *America's Colonial Heritage*, (Acheson), pp. 183-201 *Heritage of America, The*, (Commager), pp. 133-136 *Pocket History of the United States, A*, (Nevins), pp. 55-81 *Human Side of American History, The*, (Brown), pp. 42-43, 37-38 *Readings in American History*, (Ezell), pp. 46-65 *Voices from America's Past, Volume I*, (Morris), pp. 73-93 Filmstrip: *Taxation without Representation*, "War for Independence"
Developing Concepts Remind the students that the grouping of data into chart form is only one way to organize information. Other ways might be used but the organization should:	13. Have the students examine their notes with the following questions in mind: 1) What information would it be important to have in front of us as we discuss the efforts of England to secure money to pay for the French and Indian War? 2) Which of these pieces of information could we group together? 3) What headings could we give these groups?

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Organizing Idea: Both the War for Independence and the forming of the Constitution were efforts of the people to solve the problems they were having under their form of government.

Notes to the Teacher	Learning Activities
• Be flexible enough to allow grouping in different ways • Lend itself easily to interpretation Organizing information Evaluation See Unit I, Act. 10.	With the students develop a chart on a transparency, the chalkboard, or a ditto. Two examples of class developed charts are shown below:

Measure	When Enacted	Purpose	Who Protested	On what Grounds	Action by England
Navigation and Trade Acts					
Stamp Act					
Townshend Acts					

England's Act	What It Did	Colonist Reaction	Why	What England Did
Navigation and Trade Acts				
Stamp Act				
Townshend Acts				

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Notes to the Teacher	Learning Activities
Inferring and Generalizing	14. Using the chart from Act. 13 as a source of data: · Have the "English" students present Parliament's point of view in passing these Acts · Let the "Colonists" present the side of the sea merchant, newspaper owner, or homeowner who was required to board soldiers, etc. Ask: · Which of these protests seem to have the same kind of reason behind them? What makes you think so? Ask additional questions that will help the students see that: · Some protests claimed to be on principle · Some protests seem to be for economic reasons · Economic interests and "what is fair" may be connected
Evaluation See Unit I, Act. 11.	
The importance of having a channel through which protests can be heard.	15. These leaders of the Revolution wrote numerous articles for newspapers throughout the colonies from 1765 to 1776. Sam Adams Benjamin Franklin John Hancock
Intake of information	Have students read on at least two of these men to find out: · What the business or profession of this person was in 1765 · What stand he took on the measures passed by Parliament · How he communicated with the other colonists

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Notes to the Teacher	Learning Activities
	Suggested References: *Land of the Free,* (Caughey) *Sons of Liberty,* (Sutton) *United States of America, The,* (Brown)
	16. Let the students pool their information on the men they have been reading about. Have the students write a paragraph that responds to the two questions: · Why do you suppose so many newspaper owners and writers were aroused to oppose the Stamp Act? · What do you think would be the effect of these writings?
Evaluation See Unit I, Act. 16.	17. Select several actions of colonist and British, for example: · Boston Massacre · Boston Tea Party · Battle of Lexington - Concord · Battle of Bunker Hill Have each student choose one action and review his notes on the reading from Act. 12 to find out:

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Notes to the Teacher	Learning Activities

- What provoked the action
- Who was involved
- What the outcome was

Suggested References:

American Reader, The, (Angle)
Boston Massacre, The, (Dickinson)
Heritage of America, (Commager)
Human Side of American History, (Brown)
Selected Care Studies in American History, Volume I, (Gardner)
Voices from America's Past, Volume I, (Morris)
1776: Journals of American Independence, (Sanderlin)

	Boston Massacre	Boston Tea Party	Lexington	Bunker Hill
Angle			86-91	93-96
Brown	39-41	42-43		43-46
Commager		133-136	146-149	
Dickenson	All			
Gardner			73-83	
Morris	73-76	76-80	81-90	
Sanderlin	64-71	73-79	151-161	163-173

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Organizing Idea: *Both the War for Independence and the forming of the Constitution were efforts of the people to solve the problems they were having under their form of government.*

Notes to the Teacher	Learning Activities
	Filmstrips: *Boston Tea Party*, "War for Independence" *Bunker Hill*, "War for Independence" *Folk Songs and the Declaration of Independence, Part I*, (Filmstrip and Record) *Paul Revere and the Minute Men*, "U.S. History, Group I" *Shot Heard Round the World, The*, "War for Independence"
	18. Let groups of three or four who have read about the same action meet to: · Share their information · Decide how the action should be reported to the class · Appoint someone to report for the group to the class Ask each group to discuss and be ready to report to the class on the following: · Do you think this action was largely a matter of emotion or of reason? · What makes you think so? · What conflicting evidence did you find? Since there will be more than one group reporting on some "actions," avoid repetition of the first group reports by asking:

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Notes to the Teacher	Learning Activities
	• What additional information did another group find? • Did your group reach the same conclusion (emotion/reason) as this group? What were your reasons? • Was there a difference of opinion in your group? On what basis?
Inferring and Generalizing	19. Select and read to the students at least two conflicting reports from "Who Fired That Shot--" in *Selected Case Studies in American History, Volume I*, (Gardner), pp. 59-72. Ask: 1. What differences did you hear in these two accounts? 2. What additional information would help you decide why these accounts are different? The responses to this question will depend largely on the selection read, for example: - Textbooks: Were they written by American or British? What sources were available to the authors? - Newspaper Accounts: Whom was the writer quoting? Was the person free to speak honestly? 3. What idea does this give you about the reading of history?
Attitudes, Feelings, and Values	20. Show the motion picture *John Yankee: John Adams and the Boston Massacre*. Tell the students to look carefully to find out:

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Notes to the Teacher	Learning Activities
Evaluation See Unit I, Act. 25 for procedures which may be used here - especially for question 4.	· What risk John Adams took after the Boston Massacre Discuss the values John Adams held. Suggested question sequence: 1) What happened in the film? 2) What was John Adams' reason for defending the British soldiers? 3) What do these reasons tell you about what he thought was important? 4) Suppose you were running for class president and your opponent were a person you did not like and the race were close. Suppose he were accused of breaking a school window but you knew he could not be guilty for you saw him at a movie at the time the window was broken. If you were to say nothing, he would be ineligible for class office. If you were to reveal what you knew, he might beat you in the race. What would you do? Why? 5) What does this tell you about what you think is important? Secure responses to question 4 and 5 from several students. 6) What differences do you see in what all these people think is important? Alternate Activity: If the motion picture *John Yankee: John Adams and the Boston Massacre* is not available, let the students read about John Adams and discuss:

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Notes to the Teacher	Learning Activities
	• What John Adams might have considered before he agreed to defend the British soldiers • How the people of Boston might have reacted to his defense of the British soldiers
Some students may have seen the story of John Adams' defense of the British soldiers in the Profiles in Courage series on TV.	Suggested References: *Human Side of American History, The,* (Brown), pp. 39-41 *Land of the Free,* (Caughey), p. 130 *Readings in American History,* (Ezell), p. 61. (Last paragraph on "The Boston Massacre" indicates how the citizens would react to anyone defending the British soldiers.) *United States of America, The,* (Brown), p. 112 *Voices from America's Past, Volume I,* (Morris), p. 76 *1776: Journals of American Independence,* (Sanderlin), p. 69 Filmstrip: *Massacre and Propaganda,* "Birth of a Nation"
Analyzing propaganda	21. Have a couple of students read a short selection from Thomas Paine's *Common Sense* and analyze it to find out: • What words or phrases that Paine used which they feel would arouse the emotions of the colonists
Reporting to the group	Let the students report to the class on: • Who Paine was • The effect of propaganda on the colonists

UNIT IV

MAIN IDEA: AS THE NATURE OF A SOCIETY CHANGES, NEW INSTITUTIONS ARISE TO DEAL WITH THESE CHANGES.

Organizing Idea: *The changes in the United States from a society of farms and small industry to a highly industrialized society resulted in a need for labor and government to assume new roles.*

Notes to the Teacher	Learning Activities
Evaluation. Note the extent of inclusiveness (see Unit I, Act. 2) and relevance of each question and the total list. (Note any particularly important omissions for mention at a later time.)	Ask the first group for its list. Then ask: · Which group has additional questions? List the questions on the chalkboard. Duplicate for the class. Alternate Activity: If the study trip was not possible, let several students read on automation and report to the class on the increased production due to automation. Suggested References: *Automation Age, The,* (Arnold) *Miracle in Motion,* (Shippen), pp. 131-137 *This Is Automation,* (Hirsh)
Formulating Hypotheses	23. Chart on the chalkboard those outcomes of automation the students can suggest. Ask: · What action do you think the unions are taking in regard to automation?

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Organizing Idea: *Both the War for Independence and the forming of the Constitution were efforts of the people to solve the problems they were having under their form of government.*

Notes to the Teacher	Learning Activities
	Suggested References: Texts *Land of the Free*, (Caughey), pp. 130-132, 136, 143, 153 *United States of America, The*, (Brown), pp. 112-113, 120-121 _____ pp. _____ _____ pp. _____ _____ pp. _____ Other *America Is Born*, (Johnson), pp. 209-210 *Living American Documents*, (Starr), pp. 46-49 *Milestones to American Liberty*, (Meltzer), p. 15 *Sons of Liberty*, (Sutton) *Voices from America's Past, Volume I*, (Morris), pp. 94-97 *1776: Journals of American Independence*, (Sanderlin), pp. 202-209
Organizing events on a time line	22. Have the class review their notes on events following the French and Indian War that led to the breach with England. Have the students enter the events on their time line.

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Notes to the Teacher	Learning Activities
Using the time line as a retrieval chart Expression Evaluation See Unit I, Act. 16.	23. Ask the students to look carefully at the events on the time line and consider the question: · What alternatives might there have been to war? Let each student write a statement telling what he would have recommended had he been: · A colonist · A member of Parliament Suggested Reference: *Case Studies in American History*, "Peter Hendricks, Patriot or Loyalist," (Eames), pp. 7-12 Filmstrip: *Loyalists and Patriots*, "Birth of a Nation" 24. Let the students suggest two situations from their school experience: · One where a rift occurred · One where differences were resolved Discuss what happened to make results different in the two situations. 25. Play the recording *The Sounds of History, Record 2*, "From the Declaration of Independence, Selection 10."

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Notes to the Teacher	Learning Activities
	Have the students listen to hear: · From whence government derives its authority · When governments should and should not be changed The recording mentions changes that were made in the original document. Let the students research to find out what these changes were and why they were made. Let the class discuss the changed wording. How do they feel about it? Alternate Activity: If the recording is not available, have a student prepare to read the first three paragraphs of the Declaration of Independence. Suggested References: Texts *Land of the Free*, (Caughey), pp. 141-145 _____ pp. _____ Other *Living American Documents*, (Starr), pp. 49-53 *Making of a Nation*, (Morris), pp. 36-37, 52-53 *Your Magnificent Declaration*, (Findlay), all *1776: Journals of American Independence*, (Sanderlin), pp. 216-234

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Notes to the Teacher	Learning Activities
	Filmstrip and Record: *Folk Songs and the Declaration of Independence, Part Two* Filmstrip: *Thomas Jefferson*, "Founders of America" Have the students enter the date for the Declaration of Independence on their time line. Let them note the length of time that had elapsed between the Battle of Lexington and the Declaration. Ask: · Why do you suppose this amount of time passed between the two events? · What had the colonists considered themselves when they fought at Lexington? · How did the Declaration change the status of the colonies?

Significant events in a country rarely occur in isolation from the rest of the world, nor do the results affect all those involved in the same way. In Act. 26-27 the students consider foreign involvement in the War for Independence and the effect on several sectors of the citizenry of the new nation.

Intake of information	26. Let the students read about the help the colonies received from foreign nations. Suggested study questions: · Which countries helped the newly formed United States of America? · At what point during the war did they enter? · What kinds of help did they provide?

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Notes to the Teacher	Learning Activities
	Suggested References: Texts *Land of the Free*, (Caughey), pp. 146-147 *United States of America, The*, (Brown), p. 137 _____ pp. _____ _____ pp. _____ _____ pp. _____ Filmstrip and Record: "Folksong in American History," *Revolutionary War* Motion Picture: *Soldiers of the Revolution* Filmstrips: *Crossing the Delaware*, "War for Independence" *Valley Forge*, "War for Independence" *Saratoga*, "War for Independence" *George Washington*, "Founders of America" *Winter at Valley Forge, The*, "U.S. History, Group I" Display a map or transparency showing the location of troops and ships at Yorktown. Suggested References: *1776: Journals of American Independence*, (Sanderlin), pp. 240-241 *America: Adventures in Eyewitness History*, (Hoff), pp. 47-50

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Notes to the Teacher	Learning Activities
Inferring and Generalizing	Discuss the importance of the French: · Suppose there had been no French fleet at Yorktown. What might have been the outcome?
	27. Let each student pretend to be one of the following: · A slave who joined the British · A Tory · A slave fighting with the patriots · An Indian west of the Appalachian ridge · A common soldier patriot · A wealthy trader loyal to the colonies Have them write a paragraph on: · How things might have been different
See Unit I, Act. 16 for evaluation suggestions.	Suggested References: *America Is Born*, (Johnson), pp. 196-222 *Land of the Free*, (Caughey), pp. 145-146 *Making of a Nation, The*, (Morris), pp. 42-51 *Negro in American History, The*, (Bd. of Educ., New York City), pp. 32-39 *This Land Is Mine*, (Hine), pp. 48-59 *Voices from America's Past, Volume I*, (Morris), pp. 100-104

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Organizing Idea: Both the War for Independence and the forming of the Constitution were efforts of the people to solve the problems they were having under their form of government.

Notes to the Teacher	Learning Activities
	Recording: *The Sounds of History, Record 2*, "Report by Sergeant R," "Diary of Sergeant Waldo"

Problems of a political nature often require significant change within the structure and/or procedure of the government. In the following sequence (Act. 28-Conclusion) the students consider the problems of the new nation under the Articles of Confederation and the steps taken to deal with them in the Constitution.

28. Let the students gather information on the problems facing the new nation.

Suggested study questions:

- What promises had been made to the soldiers in return for their wartime services?
- What other wartime debts did the nation have?
- What markets were lost to the nation?
- Who was most affected by the loss of these markets?
- What problems faced the government in the payment of its debts?
- Who was to participate in the new government?
- What would be the structure of the new government?

Suggested References:

Texts

Land of the Free, (Caughey), pp. 155-164
United States of America, (Brown), pp. 145-148
_____ pp. _____

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Organizing Idea: *Both the War for Independence and the forming of the Constitution were efforts of the people to solve the problems they were having under their form of government.*

Notes to the Teacher	Learning Activities
School districts differ in the extent to which teachers are required to pursue a study of the Constitution. This sequence deals largely with the attempt to meet problems through the Constitution. If the teacher feels it is necessary to deal with the structure the use of additional materials is suggested. The Bill of Rights will be dealt with in detail in Unit V.	Other *Decisions That Faced the New Nation*, (North), pp. 9-18 *Pocket History of the United States*, A, (Nevins), pp. 110-111 Filmstrip: *Articles of Confederation*, "Birth of a Nation" Recording: *Sounds of History: Record 2, The*, "Letter from George Washington to Henry Lee," (Selection 15) 29, Have the class examine the problems listed below and read to find out: · Why these problems could not be solved under the Articles of Confideration · What changes were made to take care of these problems Problems: . People who made clothing for the army cannot be paid because some states refuse to pay their share of the bill. . The merchants of Boston can get no supplies. Foreign ships prefer to use a port in Maryland because duties are lower. . The backwoods farmer finds his market across the river in another state closed to him. . A merchant refuses to accept paper money from a farmer. . A group of patriots wish to name Washington "king"; many object. . Many patriots are fearful that the new government will deny them some of the freedoms they have been seeking (for example, speech).

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Notes to the Teacher	Learning Activities
	• Citizens of small states are fearful that the large states will never vote to support the interests of the small states. Suggested References: *Case Studies in American History*, (Eames), pp. 13-17 *Decisions That Faced the New Nation*, (North), pp. 20-34 *First Book of the Constitution, The*, (Morris) *Land of the Free*, (Caughey), pp. 159-169 *Pocket History of the United States, A*, (Nevins), pp. 114-130 *Presidency, The*, (Johnson) *Supreme Court, The*, (Johnson) *Your Rugged Constitution*, (Findlay), all Motion Picture: *Bill of Rights in Action* Filmstrips: *Benjamin Franklin*, "Founders of America" *Constitution, The*, "Birth of a Nation" *Constitution, The*, "Our Federal Government" *Fight to Get Trial by Jury*, "Bill of Rights Background" *House of Representatives, The*, "Our Federal Government" *How a Juror Was Chosen*, "Bill of Rights Background" *Judicial Branch, The*, "Our Federal Government" *Laws That Protect People from People*, "Bill of Rights Background" *Presidency, The*, "Our Federal Government" *Senate, The*, "Our Federal Government" *You and Self-Government*, "Our Federal Government" *What Happens When an Arrest Is Made?*, "Bill of Rights Background"

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Organizing Idea: Both the War for Independence and the forming of the Constitution were efforts of the people to solve the problems they were having under their form of government.

Notes to the Teacher	Learning Activity
	Recording: *Sounds of History, Record 2*, "Benjamin Franklin's Comment on the Signing of the Constitution"
Organizing information	30. Develop a retrieval chart that will help the students see the relationship between some of the major problems the people faced under the Articles of the Confederation (Act. 28) and the attempt to have the Constitution deal with them. For example:

Government Debts	Tariff	Coining Money	Executive	Representation	Freedom of Speech

Let the students work in pairs to develop <u>brief</u> statements about the provisions of the Constitution that should be entered under each category.

Each pair might take the responsibility of one or two categories. Check the accuracy of their statements and let them enter them on the chart.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing	31. Have the students look at the problems (Act. 28) and discuss how the Constitution attempted to solve the problems. Suggested question sequence: 1) What provision shows the decision on the question of royalty? 2) What would be the results of putting the power to coin money and fix tariff in the hands of the national government? What effect would this have on trade? 3) What compromise attempted to provide representation for large states and preserve the rights of small states? Let the students write a statement that answers the question: 4) What can you say about the effect of the Constitution on many problems that existed in the early years of the nation?
Evaluation See Unit I, Act. 16.	32. Read *America Grows Up*, (Johnson), pp. 20-24 for a statement on the durability of the Constitution of the United States.
Inferring and Generalizing	Conclusion: Ask each student to think for a moment about the following questions: 1) What do you think was an important change in government at the end of the colonial period? What do you think was an im-

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Notes to the Teacher	Learning Activities
	portant change in government at the end of the period under the Articles of Confederation? After the students have had a couple of minutes to think, list the changes they suggest on a transparency or on the chalkboard. Ask: 2) What did this change show that the leaders of the government were trying to do? Repeat the question for several significant changes that the students have listed. Have each student write a statement in response to the question: 3) Why do you think changes are made by governments? Present one or both of the following situations to the student: Situation 1 In the year 1919 the Eighteenth Amendment to the Constitution was adopted. This amendment forbade the manufacture, sale, or transportation of intoxicating liquors for beverage purposes. Situation 2 Before the year 1920 it was possible for a state to deny women the right to vote. Many organizations were formed to demand that women have equal voting rights with men.
Applying Generalizations This task requires students to apply previously learned generalizations to a body of data to predict what might logically occur in a new situation. This process of hypothesizing and predicting consequences through applying previously learned generalizations encourages students to support their speculations with evidence and sound reasoning. (See introductory material for a full statement on this task.)	

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Notes to the Teacher	Learning Activities
<u>Evaluation Exercise</u> follows Conclusion.	After presenting a situation ask: 1) How do you think the people reacted to the situation? 2) What do you think the government did? 3) What makes you think so? This third question provides an opportunity for the students to apply a generalization they may have formed about why governments make changes. Suggested References (if needed): *Land of the Free*, (Caughey), p. 504 (Prohibition) pp. 504-505 (Women's Suffrage) _____ pp. _____ _____ pp. _____ 4) How does the Constitution make it possible for a change to take place?

UNIT II

MAIN IDEA: POLITICAL CHANGE RESULTS FROM DISSATISFACTION WITH THE STATUS QUO; CHANGES REFLECT ATTEMPTS TO DEAL WITH CAUSES OF DISSATISFACTION.

Organizing Idea: Both the War for Independence and the forming of the Constitution were efforts of the people to solve the problems they were having under their form of government.

Evaluation Exercises

Conclusion

Applying Generalizations

For evaluation of responses to question 1 and 2, the categories listed below may be applied either to individual pupils - if each is asked to write his answer - or may be noted as they occur in class discussions, through use of a check list. (Objectives 5 and 8) (Examples below pertain to Situation 1)

a) Use of the intended generalization? Is this clear (e.g., "if enough people get upset, they'll try to change things and the government may have to change it"), or must it be inferred by the teacher (e.g., "things will change")

b) Use of a different but appropriate generalization? Is this clear? (e.g., "They'll get it some other way"; "Liquor stores will go out of business.")

c) Use of generalizations which are inappropriate or over-generalized. Is the usage clear? (e.g., "Nobody will drink it." There's a revolution.")

d) An answer in highly specific terms, (e.g., "They'll be mad.")

e) Answers which are based on pupils' own experiences or reactions, (e.g., "I don't like alcohol.")

f) Answers which indicate inability to deal with the questions.

Suggested Uses

If this exercise is repeated frequently when pupils are asked to apply generalizations, their growth can be noted. Particular notice should be given pupils who are unable to respond at all since they are likely afraid to attempt such questions and may need encouragement. Although responses in categories d and e above should not be disparaged, one would expect students to show increasing frequency in categories a and b as the year progresses.

Note: Since students may be familier with these particular historical situations, their extent of knowledge must be taken into account in evaluating responses.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Determining relationships (3)

d. Forming generalizations (4)

e. Explaining cause-and-effect relationships (7)

f. Forming hypotheses (8)

g. Sensitivity to feelings and thoughts of others (9)

h. Ability to relate one's own values to those of others (13)

i. Comprehension of concepts and generalizations about the various peoples studied in this unit (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT III

MAIN IDEA: DIVERGENT WAYS OF LIFE TEND TO COMPETE FOR AVAILABLE RESOURCES AND POLITICAL CONTROL.

Organizing Idea: *Because the South was an agricultural society, its interests often differed from those of the industrial North. Many in both the North and the South felt it was necessary, in order to support their way of life, to gain, or at least maintain, power.*

Contributing Idea: 1. Concentration of the people's attention on problems peculiar to their section may encourage sectionalism.

Content Samples:
North
South
Frontier

Contributing Idea: 2. The movement of one group of people is often accompanied by the displacement of another.

Content Samples:
Immigrants into the frontier
Planters into new territory
Relocation of Indians

Contributing Idea: 3. Change in the economy of an area may produce problems which require new methods for dealing with them.

Content Samples:
Factory system
Labor problems
Social reformers

UNIT III

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Contributing Idea:

4. A way of life may be threatened by changing conditions, and the action of government or groups.

Content Sample:

Missouri Compromise
Underground Railroad
Abolitionists

Contributing Idea:

5. Conflict may result when individuals or groups are not able to agree on some form of compromise.

Content Sample:

Compromise of 1850
Election of 1860
War between the States

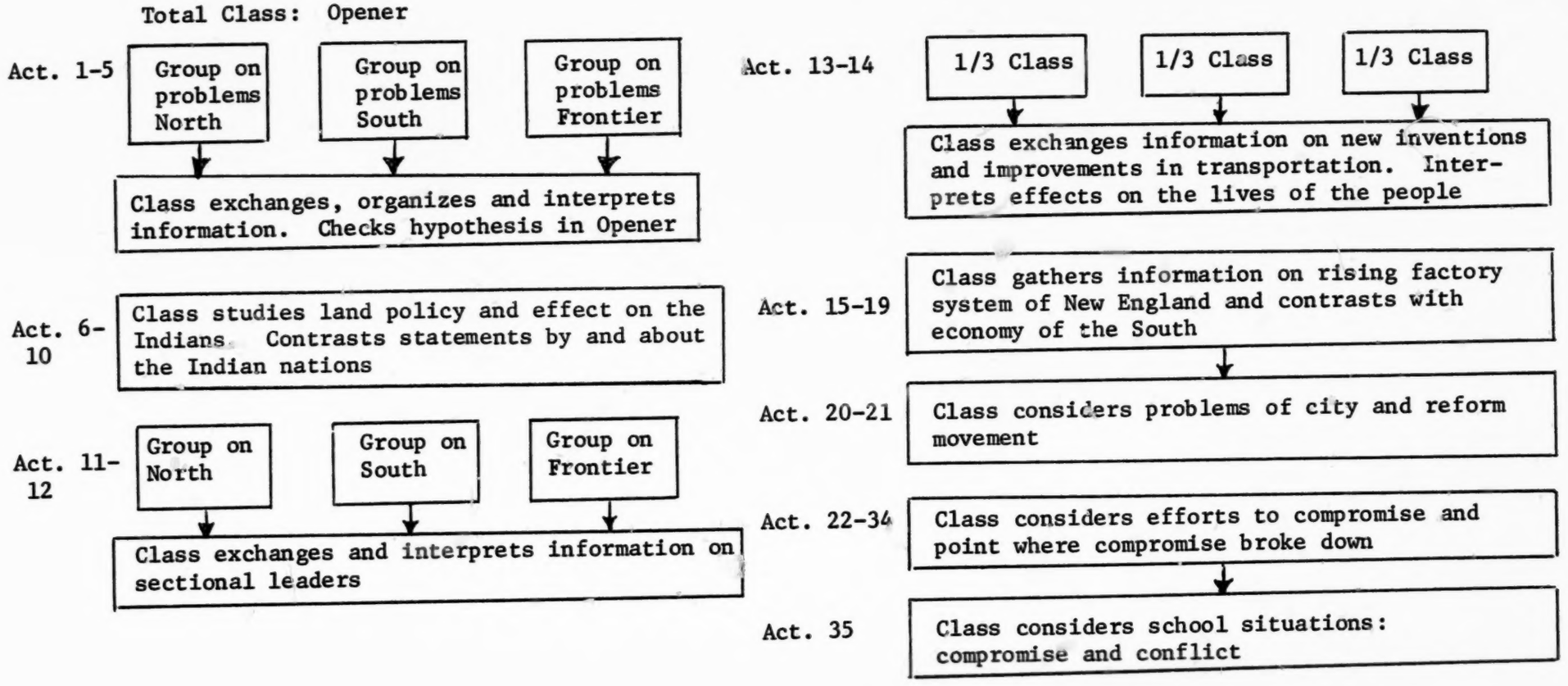
UNIT III

MAIN IDEA: DIVERGENT WAYS OF LIFE TEND TO COMPETE FOR AVAILABLE RESOURCES AND POLITICAL CONTROL.

Organizing Idea: Because the South was an agricultural society, its interests often differed from those of the industrial North. Many in both the North and the South felt it was necessary, in order to support their way of life, to gain, or at least maintain, power.

SUGGESTED ORGANIZATION OF THE CLASS

The gathering, organizing, and interpreting of information can be accomplished in a variety of ways. The plan suggested provides for dividing the class into group at those points where contrasting information is to be gathered in depth.



UNIT III

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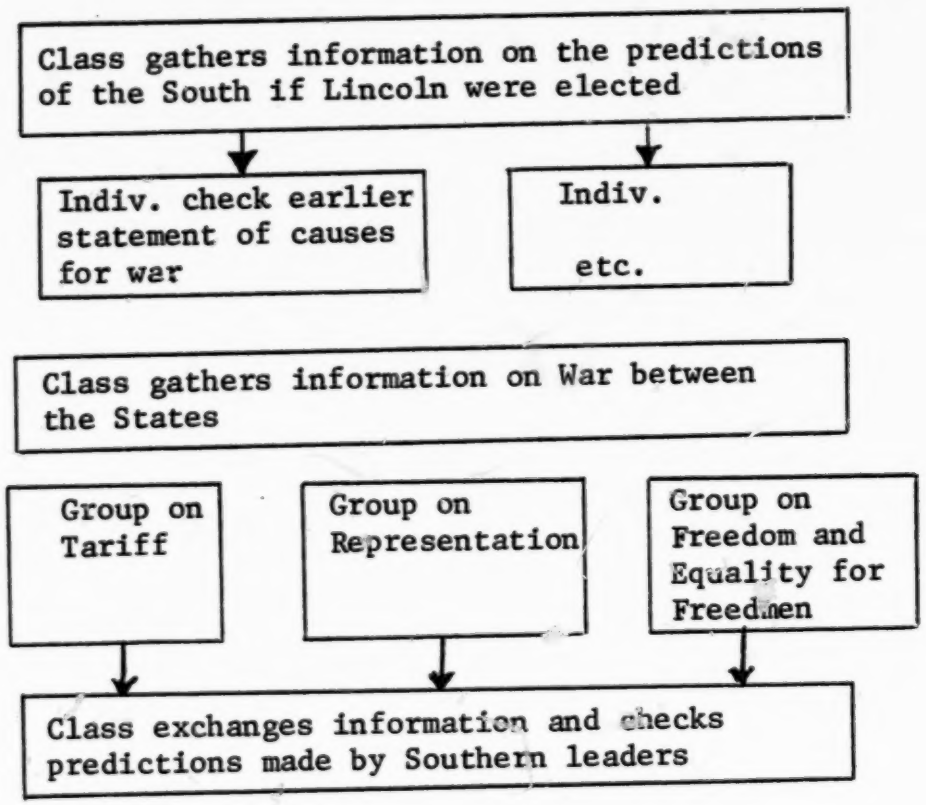
Act. 36-37

Act. 38

Act. 39-40

Act. 41-42



Total Class: Conclusion

UNIT III

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Notes to the Teacher	Learning Activities

The movement of settlers into new lands was accompanied by a growing sectionalism and the displacement of the Indian population. In the following sequence (Opener-Act. 14) the students consider the position of leaders from the North, South, and Frontier on important issues and the changes brought about in the lives of the Indians.

Keep a record of the conclusions the students reach. They will be checked in Act. 4.

Opener

Copy on a transparency or duplicate for the students the situation below:

From first Annual Message of President John Quincy Adams, 1825:

> "Roads and canals...are among the most important means of improvement... For the fulfillment of those duties governments are vested with power, and...the exercise of delegated powers is a duty..."

Three congressmen heard the message. The three congressmen were from three different sections of the country: the North, the South, and the Frontier.

Congressman A: "I shall vote against any bill for internal improvements. The federal government has no such authority. Those roads that we must have should be built by the states where they are needed."

Congressman B: "My constituents back home have changed their point of view on internal improvements. Now they see real value in those improvements that unite sections of the country. I shall consider carefully any bill that provides for internal improvements by the federal government."

Formulating Hypotheses

UNIT III

MAIN IDEA: DIVERGENT WAYS OF LIFE TEND TO COMPETE FOR AVAILABLE RESOURCES AND POLITICAL CONTROL.

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Notes to the Teacher	Learning Activities
	Congressman C: "It's about time the government is facing up to its responsibilities. We have suffered the poverty and monotony that results from isolation for too many years. We may not get enough support to pass the bills, but I am for them." Let the students analyze the reactions of the three congressmen around such questions as: 1) What difference do you notice in the reactions of these congressmen? 2) How do you account for these differences? 3) Do some sections seem to think alike? How do you account for this?
Intake of information	Development 1. Divide the class into three groups. Let each group read widely on one section of the country (North, South, or Frontier) during the period 1783-1830. Suggested study questions: · What problems did the people of the section have? · What caused these problems? · What did the section do to meet these problems? · What demands did the people make? On whom?

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Notes to the Teacher	Learning Activities

Suggested References:

Texts

Land of the Free, (Caughey)
United States of America, The, (Brown)
_____ (_____) pp._____
_____ (_____) pp._____

Other

Decisions That Faced the New Nation: 1783-1820, (North)
Life: The Growing Years: 1789-1829, (Coit)
Pocket History of the United States, A, (Nevins)

	NORTH	SOUTH	FRONTIER
Brown	231-232	231-232	231-232
Coit	42-53	121-143	77-78
Caughey	213-215, 278-284	214-215	231-239
Nevins	128-129		129-130; 177-181
North	35-43,46-52,57-59	43-45,59-60	61-63

UNIT III

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Notes to the Teacher	Learning Activities
Exchanging information Organizing information No attempt should be made to make a retrieval chart all-inclusive. Its purpose is to act as a reminder to the students of facts they need as they seek relationships among the data they have gathered. Encourage the students to refer to it at any time they need to be reminded of the information it contains. The making of a chart is one practical application of the Developing Concepts task.	2. Have each group exchange the information it has gathered on the study questions. Plan with the class a way to 1) select important data from the numerous facts reported, and 2) group the items they feel belong under one entry. The content and headings of the chart will probably be different for each group. The chart can be duplicated for each student if individual charts are preferred. The chart shown is an example from one eighth-grade class:

SECTIONAL PROBLEMS: 1783-1830

Section	Problem	Adjustment	Demands	Who was asked to take action
NORTH	Loss of British markets after 1783	Developed trade with Asia, California, islands of the Pacific	Money to help the shipping industry	Federal gov't
	Dependent on Europe for manufactured goods	Began to manufacture some items	Tariff to protect the items they manufactured	Federal gov't
		Developed trade with Old Northwest and South	Roads, bridges, canals	Federal gov't
		Developed banking and insurance firms	"Sound" money	Federal gov't
	Short labor supply		Immigration from Europe	Federal gov't
SOUTH (Plantation)	Exhaustion of soil	Move to new lands	U.S. expansion	Federal gov't
	Dependent on North and England for manufactured items	Small start in manufacturing	Low tariff	
	Shortage of cash	Borrowed from Northern & English bankers - or manufacturers	"Cheap" money - opposed to 2nd Nat'l Bank - support for State Banks	
	Short labor supply	Increased slave trade	New states decide--- free or slave	
FRONTIER	Very little cash	Raised and made practically everything for the family	Easy credit--opposed to 2nd Nat'l Bank-- Support for State Banks	
		Converted corn to whiskey for cash		
	Poor transportation	Used river transportation Transported less bulky items to market	Better roads and canals	Federal gov't Use tariff to pay
	Little money for tools, equipment, seed	Small farms Family labor	U.S. expansion	Federal gov't
			Cheap land	Federal gov't

UNIT III

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Notes to the Teacher	Learning Activities
Inferring and Generalizing	3. Have students examine their charts as they discuss the problems of the three sections. Suggested question sequence: 1) What problems seem to be faced by more than one section? 2) Are the solutions the same or different? How do you account for this? 3) What problems did you read about in which the section did not want action by the federal government? At this point, ask the students to write on the question: 4) What can you say was generally true about the point-of-view of the three sections on the role of the federal government during this period?
Evaluation See Unit I, Act. 16.	
Checking a hypothesis	4. Refer to the conclusions reached in the Opener. Ask: . Were the conclusions valid? . Should any changes be made? Let the students check to see whether John Quincy Adams was able to carry out the program for improvements that he proposed. Suggested References: *Land of the Free*, (Caughey), pp. 248-249 *Life: The Growing Years*: 1789-1829, (Coit), pp. 153-154

UNIT III

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Notes to the Teacher	Learning Activities

5. Optional Activity:

Have volunteers from the group that studied the North report on "Yankee Ingenuity." Their reports might center around individuals who epitomized the inventive Yankee:

- Major Samuel Shaw (Shipping)
- Solomon Willard (Granite: New Stone Age)
- Frederic Tudor (Ice for the Indies)

How did New England's "rocky soil" and "hard winters" pay off?

Suggested References:

Americans, The National Experience, The, (Boorstin), pp. 7-8; 11-16; 17-18; 136
(Teacher reference)

Encyclopedia

6. Project from transparency (or draw on the chalkboard) the following time line of land policy:

1796	1800	1820	1862
Land: 640 acre parcels @ $2.00 per acre	Land: 320 acre parcels @ $2.00 per acre	Land: 80 acre parcels @ $1.25 per acre	Land: 160 acre parcels Free (Must cultivate for 5 years.)

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Notes to the Teacher	Learning Activities
Seeking relationships between inferences/generalizations and the data at hand. The purpose of this activity is to encourage the students to consider a statement and attempt to discover whether there is a relationship between it and the available data.	Read or project from a transparency one statement at a time. Ask the students to look for factors on the time line that might help to explain the statement. . Farmers found it difficult to keep hired help. . More and more, immigrants and farmers with little money were able to buy land. . Factory owners of the Northeast feared the loss of workers. (Actually, the major exodus was of farmers leaving farms, and of immigrants -- not city dwellers -- moving west.) . Land policy increasingly made it possible to operate a farm with family members. Ask the students to make a summarizing statement to answer the question: . What effect was the land policy having? References: Texts *Land of the Free*, (Caughey), pp. 231-239 *United States of America, The*, (Brown), pp. 237-238 Other *American Heritage Pictorial Atlas of United States History*
Inferring and Generalizing Evaluation See Unit I, Act. 16	

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Notes to the Teacher	Learning Activities
Many teachers find it helpful to provide an opportunity for the class to offer suggestions on how the different characters might react. This provides a number of ideas on which the players can operate. See *Role-Playing for Social Values* (Shaftel).	7. Display the photo of a public notice encouraging immigrants to buy farms in Kansas in 1867. Suggested References: *American West, The,* "Documentary Photo Aids" (Series) Alternate Activity: If the photo is not available, reproduce the notice on a transparency and project from an overhead projector. Suggested Reference: *Nature and Study of History, The,* (Commager) pp. 111-112. Provide six volunteers with 3"x5" cards, each giving a description of one member of a family reacting to a suggestion they move west. Let the six students role-play the "Decision to Go West." OR Duplicate the material and let the students write what they think the family's decision will be and why. Suggested References: *Nature and Study of History, The,* (Commager), pp. 112-113 Filmstrip: *Prairie, The,* "Growth of Freedom, The" (Series)

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Notes to the Teacher	Learning Activities
This sequence deals with the dislocation of the Indian prior to the War between the States. The Indian of today will be studied in Unit V.	8. Project a transparency of a map showing the "pushing out" of Indians as new lands were opened to settlers. Suggested Reference for map: *Atlas of American History*, (Cole), p. 43 Let the students contrast the environment where the tribes had lived with where they were being moved. Ask: . What effect do you think this change might make in the life of the Indians being moved? Suggested References: Texts *Land of the Free*, (Caughey), p. 236 *Pocket History of the United States*, A, (Nevins), pp.182-185 *United States of America, The*, (Brown), p.238 Other *Selected Case Studies in American History, Vol. 1*, (Gardner), pp. 116-117 *Readings in American History, Vol.1* (Ezell), pp. 218-219 (Teacher Ref.) *American Heritage Pictorial Atlas of United States History* Motion Pictures *Ishi In Two Worlds* *Tahtonka - Plains Indian Buffalo Culture, The*

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Notes to the Teacher	Learning Activities
	Filmstrips *American Indian, The* (Series) *American Indian Growing Up, The* *Religions of the American Indian* *Arts and Culture of the American Indian* *Jackson's Indian Policy*, "Growth of Freedom, The" (Series)
Attitudes, Feelings, and Values	9. Have three students read the following selections and prepare to present the point of view of the person quoted regarding the Cherokee Indians. All references are to be found in *Selected Case Studies in American History, Vol. 1*, (Gardner): Congressman Lumkin: pp. 118-119 Cherokee leaders: pp. 118-119 Missionaries: pp. 120-122 After a student has presented Congressman Lumkin's estimate of the Cherokee, ask: 1) What did Congressman Lumkin fear? 2) What did Lumkin think should be done about the Cherokee? Why? 3) What do you think Congressman Lumkin felt was important? Tell the class to listen carefully as a student reads the plea of the Cherokee leaders so they can respond to the questions:

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Notes to the Teacher	Learning Activities
	4) In what way does the plea sound like the statement of a peaceful people or of the savages Lumkin considered them to be? 5) What do you think the Cherokee leaders felt was important? Read the quotation from President Andrew Jackson's Farewell Address from *Selected Case Studies in American History*, (Gardner), p. 124. Ask: 6) What does President Jackson say is important? (Continue questioning until students bring out both the achievements of the white man's goals and the "civilization of the Indian.") Have the third student report to the class on the point of view of the missionaries. 7) What do you think the missionaries who wrote the article about the Cherokee would have said to Congressman Lumkin? What do you think they would have thought of President Jackson's plan? 8) Suppose an elderly couple lived in an old house badly in need of repairs. The old people have lived there many years. They like the neighborhood and their friends are nearby. The Health Department is considering recommending that the building be condemned. If this happens, your father will be able to buy the land and put up a gas station he has always wanted. He will let you run the station when you finish school. At this point, let each student write his response to: What do you think should happen? Why?
Evaluation See Unit I, Act. 25 for procedures appropriate for question 8.	

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Notes to the Teacher	Learning Activities

Let volunteers share their response to question 8. Ask:

9) What does this tell you about what you think is important?
10) What differences do you see in what people think is important?

10. Read *Milestones to American Liberty*, (Meltzer), pp. 82-84. Ask:

. Why do you suppose I have read this selection to you?

11. Project transparencies of the movement of the frontier lines and the center of population.

Let students develop a definition for "center of population" and explain its movement in relation to the frontier lines.

Ask:

In which direction do you think the center of population will move in 1970? What makes you think so?

Suggested References:
Texts

American Economic History, (Faulkner), p. 187 (Teacher reference)
Land of the Free, (Caughey), pp. 238-239
Pocket History of the United States, (Nevins), pp. 177-182

_____ _____ _____

_____ _____ _____

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Notes to the Teacher	Learning Activities
	<u>Other</u> *Atlas of American History*, (Cole). Page 37 for map of the movement of the center of population. Page 47 for a map of the advance of the frontier line.
Expression Note the extent to which a student is able to divorce his feelings from those of the person he is representing. See Decentering in the front material of the guide.	12. Let each of the three groups (North, South, Frontier) read on a "favorite son" of its section: North - Daniel Webster South - John Calhoun Frontier - Andrew Jackson Plan a "Meet the Press" for each section in which the "favorite son" is questioned about his stand on the issues of his day, such as, tariff, internal improvements and easy money. Suggested References: <u>Texts</u> *Land of the Free*, (Caughey) <u>Other</u> *America Grows Up*, (Johnson) Encyclopedia *Life: The Growing Years: 1789-1829*, (Coit) *Living American Documents*, (Starr)

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Notes to the Teacher	Learning Activities

	Jackson	Calhoun	Webster
Caughey	247-252	247, 251	251, 326-327
Coit	155	155	
Encyclopedia	*	*	*
Johnson	78-90		
Starr	139-142		134-138

Filmstrips

Andrew Jackson, "Leaders of America" (Series)
Daniel Webster, "Leaders of America" (Series)
Jackson and the Banks, "The Growth of Freedom" (Series)
John C. Calhoun, "Leaders of America" (Series)
John C. Calhoun: Spokesman for the South, "Growth of the Nation: 1790-1860" (Series)
Emerging Sectionalism, "The Roots of War" (Series)

Intake of information
Review with those students who need it the need for and skill of taking notes.

13. Divide the class into thirds. Let one group read on the building of canals; another on the development of railroads; and the last on the development of the steam boat. Have the students read to find out:
    - What improvement was being made
    - Who was involved in the work
    - In what part of the country these improvements were being made

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Notes to the Teacher	Learning Activities
	Suggested References: (Encourage students to use the index.) **Texts** *Land of the Free,* (Caughey) *United States of America, The,* (Brown) _____ _____ _____ _____ _____ _____ **Other** *Life: The Growing Years: 1789-1829,* (Coit), pp. 104,105,117,156-165 **Motion Picture:** *Railroad Builders* **Filmstrips** *Building of the Erie Canal,* "Growth of the Nation: 1790-1860" (Series) *New Ways West,* "Growth of Freedom" (Series) **Recordings** *The E-RI-E Canal* from "Sounds of History" side 2, nos. 1 and 3 side 2, no. 4
Inferring and Generalizing	14. Let the students prepare to discuss: How the increased transportation facilities affected the lives of the people

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Notes to the Teacher	Learning Activities
	Call to the attention of the students that each group has read information that the other two groups did not, and that it is the responsibility of each group to share its information with others. During the discussion,it may be necessary to create some models, such as a frontiersman trying to get his crop to market, or an isolated doctor needing information on some new medical procedure. Question until students express a number of inferences, such as • There would be an increased number of jobs for transportation workers. • The two-way flow of ideas and materials could mean a higher standard of living for those able to secure/use them. • Communication can help to unify people. (Note whether the students base any statements on communication on the experience of the Committees of Correspondence prior to the War for Independence.)
The development of industry was accompanied by many urban problems. In the following sequence (Act. 15-21),the students consider the industrial growth of the North, some of the problems, and leaders who were concerned with social reform.	
	15. Project the ad for child labor on a transparency or write on blackboard. Ask: In what section of the country do you think this ad appeared? What makes you think so?

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Notes to the Teacher	Learning Activities
	Suggested Reference for the advertisement: *Nature and Study of History, The,* (Commager), p. 130
Intake of information The rise of industry is dealt with briefly at this point. The topic will be dealt with in depth in Unit IV.	16. Have the total class read on the rise of the factory system in the United States. Suggested study questions: 1. What change came about in the home manufacturing system of the Northeast? 2. What factors brought about these changes? 3. What is needed to start and operate a factory? 4. How did the new factories meet these needs? 5. Where were most of the early factories located? Why? 6. To which areas did the factory spread? Why? 7. What problems arose? 8. What steps were introduced to deal with problems? 9. What were the effects of the new factory system on the economy? 10. What protection did the manufacturer seek from the government? Suggested References: *America Grows Up,* (Johnson), pp. 61-77 *Commerce, Cotton, and Westward Expansion,* (Parker), pp. 39-46 *Heritage of America,* (Commager), pp. 413-442 *Human Side of American History, The,* (Brown), pp. 105-106, 108-109 *Labor in American Society,* (Iman), pp. 32-50 *Land of the Free,* (Caughey), pp. 213-220 *Life: The Growing Years: 1789-1829,* (Coit), pp. 50-53 *Milestones to American Liberty,* (Meltzer), pp. 91-94 *United States of America, The,* (Brown). pp. 295-298

UNIT III

MAIN IDEA: DIVERGENT WAYS OF LIFE TEND TO COMPETE FOR AVAILABLE RESOURCES AND POLITICAL CONTROL.

Organizing Idea: Because the South was an agricultural society, its interests often differed from those of the industrial North. Many in both the North and the South felt it was necessary, in order to support their way of life, to gain, or at least maintain, power.

Notes to the Teacher	Learning Activities

Filmstrips

Rise of the Industrial Northeast, "Growth of the Nation 1790-1860"(Series)

17. Discuss the factors that encouraged the development of the new factory system, such as:

    - New inventions
    - New sources of power
    - Cheaper transportation

Have the students note the date and cotton production over a 30-year period:

1790 - 2,000,000 lbs.
1800 - 40,000,000 lbs.
1820 - 175,000,000 lbs.

Ask the class to write a paragraph about the statement "The invention of the cotton gin caused a great increase in cotton production." As the paragraphs are read, observe whether the students suggest there probably was more than one cause; for example:

- Size of market
- Capacity for processing
- Ease and cost of transporting to market

Show the motion picture *Plantation South* or the filmstrip *The Southern Plantation* "Growth of the Nation" (Series).

UNIT III

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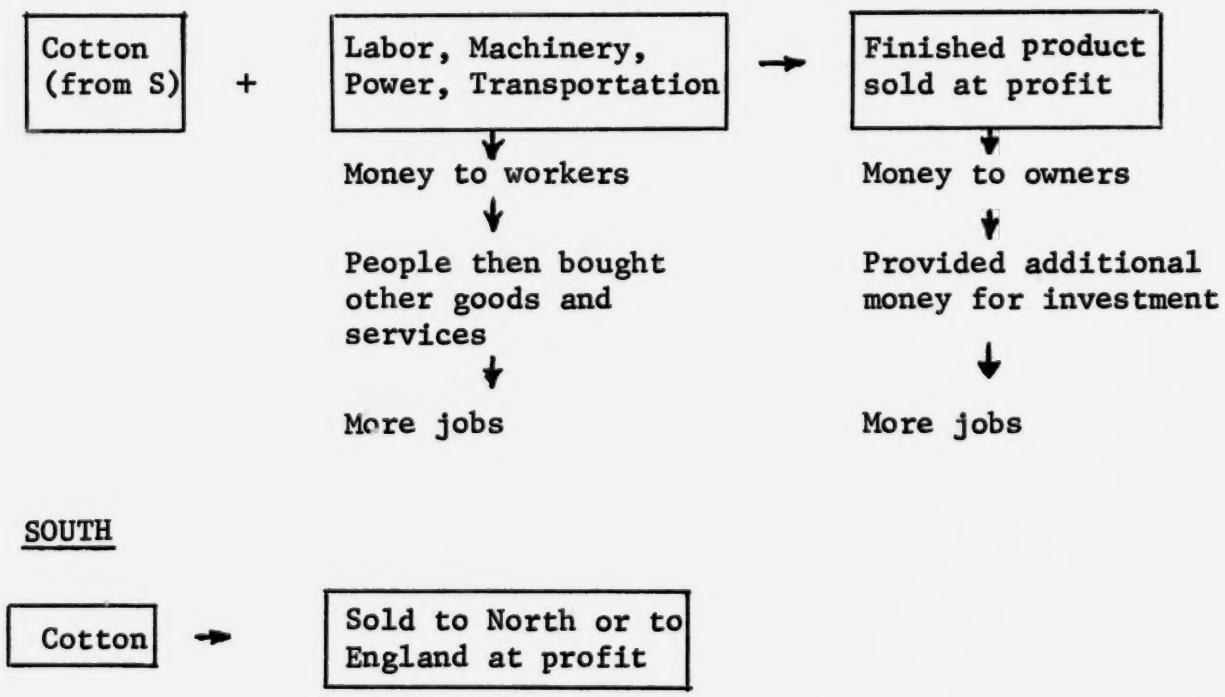
Notes to the Teacher	Learning Activities
Organizing information	18. Develop with the class (on the chalkboard) a flow chart, contrasting the manufacturing economy of the North with the cotton economy of the South (assuming both are operating at a profit). For example:



UNIT III

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Notes to the Teacher	Learning Activities
Inferring and Generalizing Evaluation See Unit I, Act. 2, 11.	19. Let students examine the chart and ask what big differences they see in the two charts. Contrast the role in the market of free paid labor of the North with slave labor of the South. Suggested question sequence: 1) What differences do you notice between the manufacturing economy of the North and the cotton economy of the South? 2) What do you think might be the results of these differences? Pursue the questioning until the students suggest the relationships they see between the role in the market of free paid labor of the North as opposed to slave labor of the South.
Intake of information Social problems are dealt with briefly at this point. They will be considered in depth in Unit V.	20. Let each student choose one problem of this period and the steps taken to meet the problem. Suggested study questions: . What was the problem? . What caused it? . Who were the leaders who "fought the cause"? . From what section of the country did they come? . What did they suggest? . How successful were they?

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Suggested References:

	Labor Unrest	Child Labor	Suffrage	Female Factory Worker	Care of Insane	Education
Human Side of American History, (Brown)	108-109			103-105	105-106	90-91
Heritage of America, (Commager)			422-424	368-371	419-421	
Readings in American History, (Ezell)	257-265	254	282-284	250-257		
Land of the Free, (Caughey)	399	396	261-262	398-399	259	264-266
Labor in American Society, (Iman)				33-38		44-47
Living American Documents, (Starr)					146-148	
Milestones to American Liberty, (Meltzer)		19,92,145	103-106	91-94	100-102	107-109
Miracle in Motion, (Shippen)				39-46		
This Union Cause, (Shippen)				30-32		
Encyclopedia						

Filmstrips

Horace Mann, "Builders of America" (Series)

Social Reformers, "Roots of War, The" (Series)

Susan B. Anthony, "Builders of America" (Series)

UNIT III

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Notes to the Teacher	Learning Activities
Inferring and Generalizing Evaluation Criteria discussed in Unit I, Act. 16 and 2, are appropriate for the last two questions.	21. Let the students contribute from their readings to a discussion of the problems about which they have been reading. Suggested question sequence: . Where did most of the problems seem to center? Why? . Who were the leaders? What did they suggest? . From which two sections of the country did most of the reform leaders seem to come? . How do you account for this? . How would you respond to someone who said that all of the serious problems (child labor, slums, etc.) were in the industrial North?

A way of life may be threatened by both changing conditions of society and actions of individuals. In the following sequence (Act. 22-29), the students consider the threat to the Southern way of life from the shift of population and action of individuals and groups.

The purpose of this activity is to pretest the students to see whether they offer only one factor as the cause. Keep these papers. Each student will check his paper in Act. 38.	22. Ask the students to write on "The War Between The States was caused by _____"

UNIT III

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Notes to the Teacher	Learning Activities
Interpreting a graph	23. Develop and project a transparency of two graphs showing the change in distribution of population between 1790 and 1860. Teacher information - 1790: New England States 27% Middle States 25% Southern States 48% 1860: Industrial Northeast 35% Agricultural West 31% Cotton Kingdom 34% Discuss the effects of the change in distribution of population. Suggested question sequence: 1) What changes do you see? Have the students refer to the charts they developed in Act. 2. Ask: 2) What interests besides slavery might be affected by the admission of Maine or Missouri?
<u>Evaluation</u> Note errors in interpretation.	
Work with the students as they discuss the reactions of the North and South until they find good descriptive words-not just "happy." The chart will be used again in Acts. 25 and 36.	24. Let students read an account of the Missouri Compromise. Let them start individual charts on which they can record the reactions of the North and the South to events that preceded the Civil War.

Event or Action	Northern Reaction	Southern (White) Reaction
Missouri Compromise Nat Turner's Rebellion		

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Notes to the Teacher	Learning Activities
	Suggested References: Texts *Land of the Free,* (Caughey), pp. 203-207 *United States of America, The,* (Brown), pp. 208-210 _____ _____ _____ _____ _____ _____
Intake of information	25. Put on a transparency or duplicate the advertisement for a slave sale. Discuss the problems of the slaves and who in the North and South might attack the problem. Reference for advertisement: *Nature and the Study of History, The,* (Commager), pp. 127-129 Jackdaw Kit JD6 Let each student select one topic and research it for exchange of information with the class: . Nat Turner's Rebellion . Uncle Tom's Cabin . John Brown's Raid . Underground Railroad . Abolitionists . "North Star" and "Liberator"
Organizing and interpreting information	After discussing each, let the class enter information on the chart started in Act. 24.

UNIT III

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Notes to the Teacher	Learning Activities

Suggested References:

Texts

Land of the Free, (Caughey), pp. 306, 307-309, 310, 328, 333

Other

Flight to Freedom, (Buckmaster)
Harriet Tubman, (Petry)
Heritage of America, (Commager), pp. 445-501
Human Side of American History, The, (Brown), pp. 83-85, 125-127, 147-148
John Brown's Body, (Benet)
Life: The Union Sundered, (Williams), pp. 80-81, 82-83, 84-85, 86
Living American Documents, (Starr), pp. 144-146
Negro Revolution, The, (Goldston), pp. 74-90
Pocket History of the United States, A, (Nevins), pp. 205-206, 212
Slavery in the United States, (Ingraham), pp. 42-54, 64-68

Filmstrips

Harper's Ferry, "North Against South" (Series)
Nat Turner, "The Roots of War" (Series)
Harriet Tubman, "Chains of Slavery" (Series)
Nat Turner's Rebellion, "Chains of Slavery" (Series)

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Notes to the Teacher	Learning Activities
Expression	26. Optional After the students have exchanged information on events that preceded the War between the States (Act. 25), let them write on one of the following: . Blacks showed how they felt about slavery. . Some Whites showed they were opposed to slavery.
	27. Play "John Brown's Address at His Trial" from *Sounds of History* "The Union Sundered," no. 11 side 1, and "Follow The Drinking Gourd" from side 2 of the same record.
	28. Read "North Shining Star," (Swift), p. 14, to the class. (Poem on Harriet Tubman)
Decentering See Unit I, Act. 16, for evaluation suggestions.	29. Have students pretend to be Frederick Douglass or William Garrison and write an editorial for "North Star" or "Liberator" on the great efforts of the enslaved Negroes to help themselves. Read some of the more insightful editorials to the class. Suggested References: *Negroes Who Helped Build America,* (Stratton), pp. 112-122 *North Shining Star,* (Swift), p. 16 *Negro Revolution, The,* (Goldston), pp. 100-107 *Slavery in the United States,* (Ingraham), pp. 42-44

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Notes to the Teacher	Learning Activities

Conflict often results when individuals or groups are not able to agree on some form of compromise. In the sequence that follows (Act. 30-42), the students consider the compromises that delayed war and the point at which conflict broke out.

30. List on a transparency the demands and fears of the North and the South (1850).

South	North
California be admitted slave	California be admitted free
New states (Mexican Cession) would determine whether they would be free or slave	Prohibition of slavery in new states (Mexican Cession)
Fugitive slaves must be returned	Prohibit slave trade in Washington D.C.
North would out-vote them in federal government	Personal liberty in helping fugitive slaves
North would demand equality for freed slaves	

Note whether the students suggest compromise as one possible means of dealing with the demands.

Let the students work in pairs for approximately five minutes to offer suggestions to the question:

- In how many different ways might these differences have been handled?

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Notes to the Teacher	Learning Activities
	List as many different ways as students can offer. Discuss the problems arising from some of the solutions offered and which ones they think might have been workable.
	31. Play "The Union Sundered" from *Sounds of History*, side 2, no. 1, for Calhoun's speech before the Senate.
Intake of information	32. Let students read to see how the sectional problems were handled in 1850. Suggested References: Texts *Land of the Free*, (Caughey), pp. 326-327 *United States of America, The*, (Brown), pp. 302-304 _____ _____ _____ _____ _____ _____ Filmstrip: *Compromise of 1850*, "Roots of War, The" (Series)
Inferring and Generalizing	33. Discuss the Compromise of 1850 and encourage the students to consider whether people were sacrificing basic principles. Suggested question sequence:

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Notes to the Teacher	Learning Activities
	1) How many free states were there before California asked admission as a free state? How many slave? 2) What would happen to the power of the South in the Senate if California were admitted as a free state? 3) What did the North gain from the Compromise of 1850? The South? The nation?
Evaluation See Unit I, Act. 16.	Have each student write a paragraph in which he reacts to the following question as either a Northern or Southern Congressman: 4) What difficult choices did a Congressman have to consider when he was called on to vote on the Compromise of 1850?
	34. Optional Let one student report on Thomas Hart Benton. Suggested Reference: *Profiles in Courage*, (Kennedy), pp. 29-34, 52-64
Increasing the student's awareness that such forces as compromise are at work in his own life.	35. Let the students select a school situation that was settled by compromise, such as, "Should the school have regulations on length of dresses or hair styles?" Suggested question sequence:

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Notes to the Teacher	Learning Activities
	1) Who was involved in the controversy? 2) What point of view did each take? 3) What decision was reached? 4) Did either side get all it wanted? On what points did each give ground? 5) What is sometimes gained by compromise? 6) When do you think it is not justifiable?
	36. Let one student report on the Dred Scott Decision. Let students enter Northern and Southern reactions on the chart (Act. 24). Filmstrip: *Dred Scott*, "North Against South" (Series)
	37. Let the class read to discover what the South predicted would happen if the Republicans won the election of 1860. (Tariff, equality of race, reduction of representatives, etc.) Suggested References: *Pocket History of the United States*, A. (Nevins), pp. 215-218 Motion Pictures *Background of the Civil War* *Civil War Background Issues* *Plantation South* Filmstrip: *Causes of the Civil War*, "Civil War" (Series) Record: *The Union Sundered*, "Sounds of History," No. 12

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Notes to the Teacher	Learning Activities
Note whether students correct errors, add to the list of causes, or make some of their statements more probablistic.	38. Have each student check his statement on the causes of "The War between the States" (Act. 22). How should the statement be changed? 39. Display replica (or project a transparency) of Newspaper Broadside. (Photo available from Documentary Photo Aids, Series 3-Civil War.)

THE UNION
IS
DISSOLVED

Passed unanimously at 1:15 o'clock, p.m. December 20, 1860

To dissolve etc. ----------

CHARLESTON MERCURY

EXTRA

Let the three groups (Northern, Southern, and Frontier) caucus as Senators to prepare a newsletter to their constituents dealing with South Carolina's decision.

Check to see whether the newsletter reflects the decisions of these sections in 1860.

UNIT III

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Notes to the Teacher	Learning Activities
These motion pictures use actual photographs of the war. They are especially good for developing a feeling for the period.	40. Show the motion picture(s) *The True Story of the Civil War,* or *Some of the Boys*. Both of these motion pictures provide a sense of the immediacy of the event through the use of photographs. Alternate Activity: If the motion picture(s) is not available, show the filmstrip *Brother Against Brother.* Show also the filmstrip *Black People in the Civil War,* "Chains of Slavery" (Series) Optional: Some student may wish to read and report to the class on the book *Worth Fighting For,* (McCarthy).
	41. Let the students research to see what legislation followed Lincoln's inauguration on <u>one</u> of the following: tariff, representation in Congress, freedom and equality for the Negro. Let the class exchange the information and then discuss whether the South had been accurate in its predictions.
Use of simulation game. The purpose of this game is to help the students see how the inability to compromise led to the election of Lincoln.	42. Let the students play Division: A Simulation of the Divisive Issues of the 1850's and the Crisis Election of 1860.

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Notes to the Teacher	Learning Activities
	Conclusion Recall with the students the great natural resources young America had to offer. 1) Which of these resources were the sections competing for? Discuss how each section carried its "way of life" into new areas. Ask: 2) What would be necessary if they hoped to maintain their "way of life" in these new areas? Let the students write a statement in response to the following: 3) What does this tell you might happen when different sections of the country have very different "ways of life?"
Evaluation See Unit I, Act. 2, 16.	On a transparency present the headline "Western Congressmen Vote as a Block for Massive Water Project." Ask the students to analyze why such a vote might take place.
Applying Generalizations	Suggested question sequence: 1) How would it happen that these Congressmen all vote the same way? 2) Why might some of the Congressmen from the industrial East or the dairy country of Wisconsin vote with them?
Evaluation See Unit II, Conclusion.	Continue questioning until the students who see the relationship between voting records and sectional interests have expressed it.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Applying generalizations (5)

e. Explaining cause-and-effect relationships (7)

f. Forming hypotheses (8)

g. Sensitivity to feelings and thoughts of others (9)

h. Ability to relate one's own values to those of others (13)

i. Comprehension of concepts and generalizations about the various peoples studied in this unit (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT IV

MAIN IDEA: AS THE NATURE OF A SOCIETY CHANGES, NEW INSTITUTIONS ARISE TO DEAL WITH THOSE CHANGES.

Organizing Idea: The change in the United States from a society of farms and small industry to a highly industrialized society resulted in a need for labor and government to assume new roles.

Contributing Idea:

1. New opportunities in industry often elicit new ideas of organization to take advantage of the opportunities.

Content Samples:

Andrew Carnegie and United States Steel
John D. Rockefeller and Standard Oil

Contributing Idea:

2. Problems arising from lack of power tend to encourage the creation of new organizations to secure power.

Content Samples:

Industrial labor and the rise of unions
The farmer and the Grange
Political parties
Cooperation

Contributing Idea:

3. Problems of wide concern often require a different level of government or new types of organization to deal with them.

Content Samples:

Problems:

Poverty
Pollution
Crime
Mass transportation
Unsafe buildings
Water shortage

Gov't. or other agencies
Federal government
State government

Area boards
Regional branch of government

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SUGGESTED ORGANIZATION OF THE CLASS

The gathering, organizing, and interpreting of information can be accomplished in a variety of ways. The plan suggested provides for dividing the class into groups at those points where contrasting information is to be gathered in depth.

Total Class: Opener

Act. 1-2 — Class reviews information on early industry and growth following 1865

Act. 3-5 — Group on Steel; Group on Oil → Class exchanges information, compares and predicts what might happen

Act. 6-8 — Students apply the idea of "monopoly" to their own lives

Act. 9 — Class contrasts arguments about giant mergers

Act. 10-14 — Class gathers and interprets labor's response to large business organization → Indiv. check paragraph written in Opener; Indiv. etc.

Act. 15-17 — Class predicts what farmer will do to meet his problems → Class gathers information and checks prediction

Act. 18 — Class gathers information on the changing role of government in meeting the problems of labor and farmer

Act. 19-24 — Students gather and interpret information on how industry and labor plan to deal with problems arising from automation

Act. 25-29 — Class gathers and interprets information regarding problems of new patterns of population shift

Total Class: Conclusion

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Notes to the Teacher	Learning Activities

The growth of an industry is related to many factors. In the following sequence (Opener-Act. 9), the students examine the history of two industries as they attempted to control a number of these factors.

Opener

Formulating a Hypothesis

Read to the class an account of a union strike.

Suggested References:

"Battle at Homestead," in *American Heritage*, Vol. XVI, No. 3, April, 1965, pp. 64-79
"Homestead Steel Strike, The," in *Working Men*, (Lens), pp. 82-84
"McCormick Harvesting Machine Co. Strike, The," *Shaping of Modern America, The*, "Voices from America's Past," (Morris), pp. 14-17 (pamphlet) (Series)
"Pullman Palace Car Strike, The," in *Working Men* (Lens), pp. 90-95

Ask:

1) What was the issue in this strike?

Let the class work in pairs for two or three minutes to answer one of the following questions:

- What resources did the company have on its side?
- What resources did the strikers have on their side?

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Notes to the Teacher	Learning Activities
Save these papers. The students will check their responses in Act. 13.	List on the chalkboard the company and union resources. Ask: 2) Which do you think was the stronger? Have each student write a paragraph in response to the question: 3) Why do you suppose the workers felt it was necessary to form unions?
	Development
The rise of the factory was dealt with in Unit III, Act. 16 and 17.	1. Review briefly the early development of industry in the United States: new inventions, the factory system, resources, etc.
The sequence on monopolies (Act. 2-6) may be handled by having the total class study the growth of United States Steel and then examine the growth of Standard Oil. This approach may be necessary in order to establish a model (U.S. Steel) for some classes. Some classes may be able to handle only one sample.	2. Make and project two transparencies showing the increased steel and crude petroleum production following the War between the States. (See Appendices A and B.) Suggested question sequence (for each graph) 1) What do you notice in this graph? 2) What do you think industries would need in order to increase so rapidly?

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Notes to the Teacher	Learning Activities
However, a second and more efficient method is suggested for eighth grade classes that can handle it: having part of the class study U.S. Steel and part study Standard Oil, and then compare. Record the response to the second question. Keep the list. It will be referred to in Act. 18.	Continue to question students until they recall at least those factors of production dealt with in Unit I, Act. 1: resources, labor, capital, management.
Intake of information	3. Divide the class and have part read on the growth of the steel industry or a biographic sketch of Andrew Carnegie; a second section would read on the growth of Standard Oil or a biographic sketch of John D. Rockefeller Sr. Suggested study questions: What was happening in the country that encouraged the growth of industry? What were the specific needs of this industry (i.e., crude oil, iron ore, transportation, barrels)? How did _____ solve the problem of meeting these needs? What was the government doing about industry during this time?

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Notes to the Teacher	Learning Activities

Suggested References:

Land of the Free, (Caughey)
United States of America, The, (Brown)

_____ _____

_____ _____

Other

Growth of Industrial Enterprise, 1860-1914, The, "Economic Forces in American History," (Davis)
Miracle in Motion, (Shippen)
Captains of Industry, (Weisberger)
America Grows Up, (Johnson)
Heritage of America, (Commager)

	Standard Oil	United States Steel
Brown	373, 379-380	373, 379-380
Caughey	378-381	377-378
Commager	973-975	947-954
Davis	12-18	6-12
Johnson	136-141	-
Shippen	92-100	83-91
Weisberger	70-87	106-123

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Organizing Idea: *The change in the United States from a society of farms and small industry to a highly industrialized society resulted in a need for labor and government to assume new roles.*

Notes to the Teacher	Learning Activities
	Filmstrips and Recordings: *Andrew Carnegie: Age of Steel*, (Landmark) **Filmstrips:** *Andrew Carnegie*, "Builders of America" (Series) *Consolidation in Steel*, "Big Business and Labor" (Series) *J. D. Rockefeller*, "Big Business and Labor" (Series)
Exchange of information	4. Provide an opportunity for the two groups to tell: What happened in the (petroleum, steel) industry following the War between the States? Continue questioning until the students include related services as well as resources.
Organizing information	Ask the class for suggestions about how the information should be organized on the chalkboard. For example:

Industry	Leaders	Needs	How the need was met
Petroleum Steel			

UNIT IV

MAIN IDEA: AS THE NATURE OF A SOCIETY CHANGES, NEW INSTITUTIONS ARISE TO DEAL WITH THOSE CHANGES.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing Evaluation See Unit I, Act. 2.	5. Have the class compare the development in the two companies. Suggested question sequences: 1) What needs for his company did each of these leaders face? 2) What different ways do you think he might have solved his problem? 3) What was the leader's solution in each case? 4) What do you think might be the result of a company's having control over all the resources it needs?
If in the judgment of the teacher the students would be unable to develop situations, create three or four, and ask the students to identify them as being or not being monopolies.	6. Have the students look up the word "monopoly" in their dictionaries. Discuss how the early steel and petroleum trusts fit the definition. Let the students work in pairs to create a business situation and explain whether it would or would not be a monopoly. The sample might be any activity in which they would be interested. For example: • Sportscar outlet • Newspaper route • Motorcycle/scooter repair shop • Hamburger stand near a high school • Candy vending machine company

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Notes to the Teacher	Learning Activities
	7. Show magazine ads of the most recent car models. Ask: 1) How do you think competition with <u>(General Motors, other)</u> might affect <u>(Ford)</u>? If the students are unable to respond, ask: 2) What influences your parents or brother when they buy a car? Continue questioning until style, price, and better product are mentioned. 3) How do you think these factors would influence the manufacturers? 8. Ask the students for the names of automobile manufacturers. Pose the following questions: · Suppose all of these companies merged into one corporation. · What advantages would there be for the industry? · What advantages for the consumer? · What disadvantages? For whom? Chart the responses on the chalkboard.

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Notes to the Teacher	Learning Activities

For example:

Advantages for Industry	Advantages for Consumer	Disadvantages for Consumer
Eliminates competition		Lack of choice
Product could be standardized		
Prices could be controlled		Must pay price asked
Resources (human and physical) are controlled		

Inferring and Generalizing

Direct the students' attention to the information on the chalkboard and ask them to write a statement in response to the question:

What do you think is generally the result of such mergers as those we have been discussing?
Why did the government allow these mergers?

Show the filmstrip *Competition*, "Our Economic Systems" (Series).

See Unit I, Act. 2, 16 for evaluation suggestions.

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Notes to the Teacher	Learning Activities
Make certain that the students' readings make some reference to the lack of governmental controls (laws/enforcement) during the period when giant industries were developing.	9. Let the students read about the development of giant industries. Suggested References: *Land of the Free*, (Caughey), pp. 380-390 *United States of America, The*, (Brown), pp. 371-382 _____ _____ _____ _____ _____ _____ Filmstrips: *Big Business*, "Big Business and Labor" (Series) *Growth of Big Business*, "Developing New Resources" (Series) Read to the class "How Big Businessmen Justified Their Acts," *Shaping of Modern America, The*, "Voices from America's Past," Vol. 2, (Morris), pp. 20-22 (Series). List the arguments presented (as students give them) on the chalkboard. Read "Problems of an Industrial Society Monopoly," *Shaping of Modern America, The*, (Morris), "Voices from America's Past," pp. 12-14 (pamphlet) (Series). Ask the students to write the argument against "big business" in their own words. Let them compare the arguments they write with those presented in the readings.

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Notes to the Teacher	Learning Activities

Labor's response to the organization of big business was the organization of labor. In this sequence (Act. 10-14), the student examines the rise of unions, the contributions of their leaders, and a changing role of government.

Intake of information

10. Read to the class several examples of working conditions, particularly from the early years of the 20th century.

    Suggested References:

    Heritage of America, The, (Commager), pp. 954-958, 958-961
    Labor in American Society, (Iman)
        "Story of a Coal Miner," p. 76
        "Story of a Steel Worker," p. 81
    Land of the Free, (Caughey), pp. 395-402

    Discuss the readings by asking:

    1) What were the conditions under which these men worked?
    2) What alternatives did they have?

Attitudes, Feelings, and Values

11. Recall the strike situation read to the students in the Opener or read the account of a second strike. Ask:

    1) What demands did the men make?
    2) What was the response of the company?

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Notes to the Teacher	Learning Activities
See Unit I, Act. 25 for evaluation suggestions appropriate for question 6.	3) What does this tell you the company felt was important? Provide the opportunity for a number of values to be suggested, for example, keeping costs down, meeting competition's prices, fair return on investment. 4) What action did the men take? 5) What does this tell you the men felt was important? 6) Suppose you had a family, and the price of food, clothing, and rent had increased to the point that you could not pay all your bills each month. The men are talking about striking. Your wife is opposed to your striking because there will be a loss of pay. If someone gets sick, there will be no money for doctor bills and, besides, she does not like trouble. What would you do if a strike were called? 7) What does this tell you about what you think is important?
Intake of information	12. Let each student read widely on the growth of unions from 1865 through the 1930's. They may do this through reading about union leaders if they wish. Ask them to read to find out: • What contribution did the leader or the event make to the life of the working man?

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Notes to the Teacher	Learning Activities
	Suggested References: Texts *Land of the Free*, (Caughey), pp. 403-409, 566-568 *United States of America, The*, (Brown), pp. 389-391, 454, 455 _____ _____ pp. _____ _____ pp. Other *Adventures of Big Business*, (Dutton), pp. 68-72 *Great Struggle, The*, (Werstein), pp. 128-135 *Growth of Industrial Enterprise, The*, (Davis), pp. 62-63 *Labor in American Society*, (Iman), pp. 96-107 *Leaders of Labor*, (Cook) *Working Men*, (Lens), pp. 56-120 Filmstrips: *Birth of Unions, The*, "Developing New Resources" (Series) *Early Labor Relations*, "Developing New Resources" (Series) *Seeking Improvement*, "Big Business and Labor" (Series)
Inferring and Generalizing	13. Discuss the growth of unions by asking: 1) What problems did the workingmen have? 2) What alternatives did they have? 3) What solution did they choose?

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Notes to the Teacher	Learning Activities
	Tell the students that it has often been said that The rise of industry and big business are responsible for the growth of unions. Ask the students how they would respond to someone expressing that idea. Continue questioning until the students see that both business and labor were organizing to solve their problems. 4) What have many workingmen in the United States tended to do when they faced problems? Have the students check the paragraph they wrote in the Opener. Is there need for adding to or changing their statement?
Evaluation Note incidence of change, especially re inclusiveness, abstractness, tentativeness and decentering.	14. Let a group of more able or highly motivated students view the filmstrips and listen to the record in the study kit *Growth of the Labor Movement, The.* Have them explain the use of arbitration in modern labor-management negotiation.

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Notes to the Teacher	Learning Activities
	The change from small scale farming to large mechanized agriculture resulted in new problems for the farmer. In the following sequence (Act. 15-18), the students consider attempts of the farmer to organize and demands that the government assume more responsibility in solving their problems.
Applying Generalizations Evaluation Note the extent to which students use the 'organizing idea' (however expressed) in responding to question 2 in particular. Criteria in Unit II, Conclusion may be applied to question 5.	15. Read to the class "The Plight of the Farmer," in *Shaping of Modern America, The*, "Voices from America's Past," Vol. 2, (Morris), pp. 51-56 (Series). Suggested question sequence: 1) What happened in this story? 2) Why did the Haskins family come to the home of Steve Council? 3) What were the arguments in the dispute between Haskins and Jim Butler? 4) On whose side was the law? Tell the class that the troubles of Haskins were common among farmers of his day. Have each student write his response to the question: 5) What do you think the farmers might have done to meet their problems?
Keep these papers; they will be checked in Act. 16.	
Checking a prediction	16. Let the students read to find out whether their predictions were correct.

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Notes to the Teacher	Learning Activities
	Suggested References: Texts *Land of the Free*, (Caughey), pp. 476-478 *United States of America, The*, (Brown), pp. 384-386 _____ _____ pp. _____ _____ _____ pp. _____ Filmstrip: *Farming Organizations*, "Developing New Resources" (Series) Have the students check the prediction they made in Act. 15. Ask them to describe the different kinds of organizations through which farmers attempted to help themselves, such as, Grange, political parties, cooperatives.
Evaluation of ability to read graphs Note accuracy of interpretations.	17. Project from a transparency the shift in America's population from rural to urban living. (See Appendix C.) Ask each student to write on: • What does this graph tell us is happening in the American population?

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Notes to the Teacher	Learning Activities
	After the students have had an opportunity to discuss how they read the graph, ask: How might the fact that there is a smaller percentage of the population in farming affect the farm organizations?
Evaluation. See Unit I, Act. 2, 11. Note especially the extent and adequacy of explanations. All examples opposite are of higher quality than, for example, "They'll have less power" (no explanation) or "They'll get smaller because there are fewer people to join" (incorrect).	This last question is meant to remain open. Encourage students to express their own thinking. Typical responses from eighth-graders have been: · It would be easier to organize a smaller percentage of the people. Fifty-one per cent would be a lot to get organized. · They would get more done because a few people can agree more quickly than a lot of people. · I think the organization would be weaker because all those people in the city aren't going to care, so the farmers will just get discouraged and quit.
Intake of information	18. Let the students read to find out: · What were the effects of popular demand for the government to help meet the needs of worker and farmer?

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Notes to the Teacher	Learning Activities

Suggested References:

Land of the Free, (Caughey), pp. 260-261, 380-390, 476, 499-500
United States of America, The, (Brown), pp. 292, 425, 430

_____ _____ pp.

_____ _____ pp.

Other

America Grows Up, (Johnson), pp. 161-162
Growth of Industrial Enterprise, The, (Davis), p. 65
Milestones to American History, (Meltzer), pp. 170-179
Working Men, (Lens), pp. 106-120, 141-153

Motion Picture: *It's Everybody's Business*

Filmstrips: *Regulating Big Business*, "Big Business and Labor" (Series)
Role of Government, "Our Economic Systems" (Series)

Inferring and Generalizing

Have the students recall the role of government in the days the industrial giants were developing (Acts. 8-9). Ask:

- What do you notice about the role of government?
- How do you account for the change?

Evaluation See Unit I, Act. 2 and 11.

Have students look at their responses to question No. 2 in Act. 2.

Did they include "a friendly government?"

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Notes to the Teacher	Learning Activities
	As society raises the level of automation, new problems arise for the workers. In the following sequence (Act. 19-24), the students consider suggestions made by labor and industry for solving these problems.
Using an episode and graph as a basis for prediction	19. Read the following to the class: Jane Koskin and her friend Kimi Watanabe worked in the office of a large petroleum company. Both of the girls liked their work. Last week Jane was given a special award for an idea she suggested that would save the company money, and Kimi was given a raise. But today Jane was told she will have to find a new job; Kimi was promoted to a new job where the salary will be much better. • What do you think has caused Jane to lose her job, and Kimi to get the raise? Let the students discuss causes that seem reasonable to them. Show the class the transparency on production and workers in the petroleum industry. (See Appendix D.) Ask: 1) What do you notice is happening in production in petroleum? In the number of workers employed? 2) How would you account for this? If the students do not suggest automation, create a model of some local operation that has been automated recently. 3) How do you account for the fact that Jane lost her job but Kimi received a raise?

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Notes to the Teacher	Learning Activities
Evaluation In the examples opposite, note the superior quality of the last. It reflects use of the data provided, is more tentative and contains more precise abstract concepts.	Keep the question open and encourage the students to offer what they consider reasonable causes. Typical responses from eighth-graders have been: · She had more skill than Jane and that's why they kept her on. · She got along better with the other employees, so they decided to keep her. · I notice production is up. She probably works in a part of the office that has more work but isn't automated yet. Jane's work is probably being automated. 4) Would raises always be given when production is up? Under what conditions? 5) If the trends continue as shown on the chart, what do you think might happen? Encourage students with different points of view to express them.
Inferring and Generalizing	20. Show a transparency of the estimate of labor needs for 1970. (See Appendix E.) Suggested question sequence: 1) What job areas show the greatest employment? 2) What job areas show the least employment?

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Notes to the Teacher	Learning Activities
	3) What does this mean to a worker or a future worker? Continue questioning until students suggest a number of consequences, for example, unemployment, re-training, kind of initial training, leisure time.
	21. Have the students look at an advertisement in the newspaper for examples of automation. Let them arrange the clippings on the bulletin board with captions they create.
	22. If possible, arrange a study trip to a local automated plant or factory. Let the students work in pairs for three or four minutes to list any questions they feel would be important to ask. Have groups of four (two pairs) meet to perform two tasks: • Combine their lists • Choose someone to report for the group

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Notes to the Teacher	Learning Activities
Intake of information Using local resource people	24. Have the students research a recent strike, preferably a local one. Have them examine newspapers, watch T.V. reports, interview local labor and business people, to find out: · Who were the participants? · Were there issues other than wages and working conditions? Have the students look especially for the issue of men being replaced through automation. · How was the strike settled? Direct the students' attention to a settlement that involved action on the part of industry, such as a re-training program. · How does this action compare with your prediction (Act. 23)? Have the students write a statement on: · How unions are meeting the challenge of automation
Checking a hypothesis Evaluation See Unit I, Act. 16.	

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Notes to the Teacher	Learning Activities
	Urbanization has resulted in many problems. The nature of these problems differs and different kinds of solutions are required. In the following sequence (Act. 25-29), the students consider the trend from private or local attempts to deal with problems to a consideration of those that demand wider cooperation.
Intake of information	25. Read to the class "Slum Life in the City," in *Shaping of Modern America The*, "Voices from America's Past," Vol. 2, (Morris) or "The Bend" from *America: Adventures in Eyewitness History*, (Hoff) or *Heritage of America*, (Commager), pp. 895-905. Tell the students that this occurred in 1890, but that it could be a description of a modern city. If possible, read a description from *The Slums: Challenge and Response*, (Hunter). Suggested question sequence: 1) What problems developed as the early cities grew? 2) What did the cities do about these problems? 3) What level of government was involved? 4) How were the problems of individual poverty dealt with?
Formulating a Hypothesis	26. On a map of the United States have the students locate Chicago; Pittsburgh, Pa; Detroit; Los Angeles; and Houston, Texas. Have the students suggest why each of these might have experienced accelerated growth.

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Notes to the Teacher	Learning Activities
Intake of information	Have the students read on the growth of cities. Suggested References: <u>Texts</u> *Land of the Free*, (Caughey), pp. 453-469 *United States of America, The*, (Brown), pp. 397-414 _____ _____ pp. _____ _____ _____ pp. _____ Discuss the factors that contributed to the growth of cities. List these factors on the chalkboard as the students give them, for example: · Change in death rate · New industry · Nearness to sources of energy · Transportation · Immigration · Infusion of government money · Events in other parts of the world · Variety of opportunity and entertainment · Invention Encourage the students to explore these factors to see how many might be related to one situation.

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Notes to the Teacher	Learning Activities
Checking a hypothesis Inferring and Generalizing	Let them check their earlier responses on the reason certain cities grew. Ask: · What can you say about the influences that cause cities to grow? Typical responses from eighth-grade students: · It doesn't seem to be just where a place is located because maybe a place has stayed small a long time in a particular spot and then suddenly it begins to grow. · Sometimes one thing, like a new industry or the government locating an important center there, will cause a big jump, but probably it wouldn't have happened if there weren't things like good transportation there already. · People go to a city for so many different reasons, you really can't tell. Once they're there - they start using things and that makes new jobs. That's just the way cities grow.
Intake of information	27. Show the motion picture *Chicago: Midland Metropolis*. Ask the student to watch carefully to find out: · How the distribution of population today is differing from the earlier concentration · What new problems are arising

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Notes to the Teacher	Learning Activities
	Alternate Reference: Motion Picture: *Population Patterns in the United States* Transparency: Unit V - *Population Growth 1800-1960*, (Teaching Transparencies Series No. 30010), "U.S. Growth and Expansion."
	28. Discuss the new problems arising from the move to the suburbs and the resulting megalopolis. Have the students watch the newspapers and T.V. for several days for items on problems faced by metropolitan areas. Provide an opportunity for them to present the problem. List these on the chalkboard. For example: • Pollution • Transit and traffic • Poverty • Crime • Out-dated facilities • Unsafe/unhealthful buildings
Inferring and Generalizing	Ask: 1) Which of these problems do the articles indicate are growing rapidly?

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Notes to the Teacher	Learning Activities
Evaluation -- question 3. See Unit I, Act. 2.	2) What steps are being taken to solve the problems? By whom? 3) What can you say about the involvement of government today in urban problems?
	29. Let one or two accelerated students report on urban renewal in one of the larger cities. Suggested References: *Downtown*, (Liston) *Human Side of Urban Renewal*, (Millspaugh) OR
Using resource people	Have a local city planner or member of the planning commission talk about the city's problems and plans for solving them. OR Show the filmstrip: *City Planning*, "Big Business and Labor" (Series). OR Let members of the class attend a planning commission meeting and report back on any planning that deals with community problems.

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Notes to the Teacher	Learning Activities
	OR
Role-playing	Have members of the class represent different interests at a meeting of the Planning Commission. Give each player one of the following situations on a 3" x 5" card and tell him he is to act out the situation as he thinks it might occur in a meeting.
Decentering Evaluation. Note particularly the extent to which students are able to give portrayals which are appropriate in content and affect (gestures, voice quality, etc.) for the role in contrast to reflecting their own values and life experiences. See also Unit V, Act. 10.	1st Group: Residents of a large tenement that occupies about five acres of land. Most have lived here for several years. The average rent is $60 a month, however, they have put money into painting and papering their apartments. They have been told a large contractor is interested in tearing down the building. 2nd Group: An agency of the city government feels a parking lot is needed in the area. Workers going to nearby factories have no place for their cars. Streets are crowded. 3rd Group: The Consolidated Builders wish to build a modern apartment house with beautiful landscaping. They feel the apartments will rent well. Many merchants nearby would like to have the new apartment house built. 4th Group: The Planning Commission is concerned about the people who live in the tenement. An agency of the city government has reported the electric wiring is not safe and the cost of replacing it would be too great. The commission also thinks space is needed for parks. Parks cost money.

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Notes to the Teacher	Learning Activities

5th Group: The Taxpayers Association wants to help the taxpayer. The association members feel that a new building built by a private company would bring in tax money and thus help other taxpayers.

Let the group role-play the situation with a decision being reached by a majority vote of the commission.

Conclusion:

Develop a transparency (such as a local map) that shows a number of factors influencing a local problem that must be solved by agencies representing more than the local community. For example:

Water Pollution:
- Drop in water level of lake
- Pollution
- Increased population
- Boundary line between state runs through the lake

Air Pollution:
- Factories of local area producing smoke
- Factories of nearby communities producing smoke
- Commuting cars and local cars producing gases
- Prevailing wind direction
- Orchards in nearby areas

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Notes to the Teacher	Learning Activities
	City Water Supply: The cities in one section of the state need water for homes and industry. Most of the available water is in streams and lakes of another part of state that is largely interested in farming. Project the data on the local problem and ask: 1) How is this problem different from the problem of fire in the community? 2) Who or what agency is attempting to do something about these problems? 3) How is that different from the local fire department (fire district in some rural areas)?
Evaluation See Unit I, Act. 2, 11, 16. Look also for indications of comprehension of the 'organizing idea'.	Have the students examine the list of problems suggested in Act. 28. Have each student select one that he thinks needs cooperation from agencies beyond the city. Let them write to the question: 4) What kind of organization is needed to solve these problems? 5) What makes you think so? 6) When you think of what has happened as America became industrialized, what can you say about the way people have tried to meet their problems?

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Notes to the Teacher	Learning Activities
Applying Generalizations	Read the following situation to the class: Suppose a new food company develops a flavorful, nutritious food which could be provided in tablet form. This industry would require many lab technicians and chemists but relatively few other workers. The product is light in weight and could be packaged in small containers. It is estimated a grown man would be able to eat on one dollar a day. What do you think would happen?
Encourage divergent thinking through such questions as • Could someone suggest something different that might happen at this point?	Note the extent to which students predict • Efforts of the industry to secure a big piece of the market • Reaction of the present food industry • Effect on related industries, such as transportation, packaging • Reaction of labor and farmer • Role of government • Training and re-training of workers Ask the students to write a statement in response to the question: What have you noticed has happened as our society has become more industrialized?

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Determining relationships (3)

d. Forming generalizations (4)

e. Applying generalizations (5)

f. Explaining cause-and-effect relationships (7)

g. Forming hypotheses (8)

h. Sensitivity to feelings and thoughts of others (9)

i. Autonomous thinking (15)

j. Comprehension of concepts and generalizations about the various peoples studied in this unit (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT V

MAIN IDEA: MEN CONTINUALLY SEEK TO IMPROVE THEIR CONDITION THROUGH OBTAINING THOSE RIGHTS THEY CONSIDER ESSENTIAL TO THEIR WELFARE.

Organizing Idea: Groups within the American Society have striven continually to promote their own well-being as they have defined it.

Contributing Idea:

1. Legislation in itself cannot guarantee that the rights of groups or individuals will be respected.

Content Samples:

Political rights of the freed slaves during the Reconstruction
Political rights of the Blacks during Post-Reconstruction

Contributing Idea:

2. People differ in their points-of-view on solutions to problems.

Content Samples:

Booker T. Washington
Marcus Garvey
W.E.B. DuBois
* Civil Rights Organizations

Contributing Idea:

3. Minority groups or "latecomers" often face problems as they attempt to enter the established society.

Content Samples:

Minority Groups:
Americans of
- African heritage
- Chinese heritage
- Irish heritage
- Japanese heritage
- Jewish heritage
- Mexican heritage
- Mormon heritage

Problems:
Attitude of majority group
Education
Employment
Housing

* If possible, draw the content from the students. The organizations suggested will differ from class to class.

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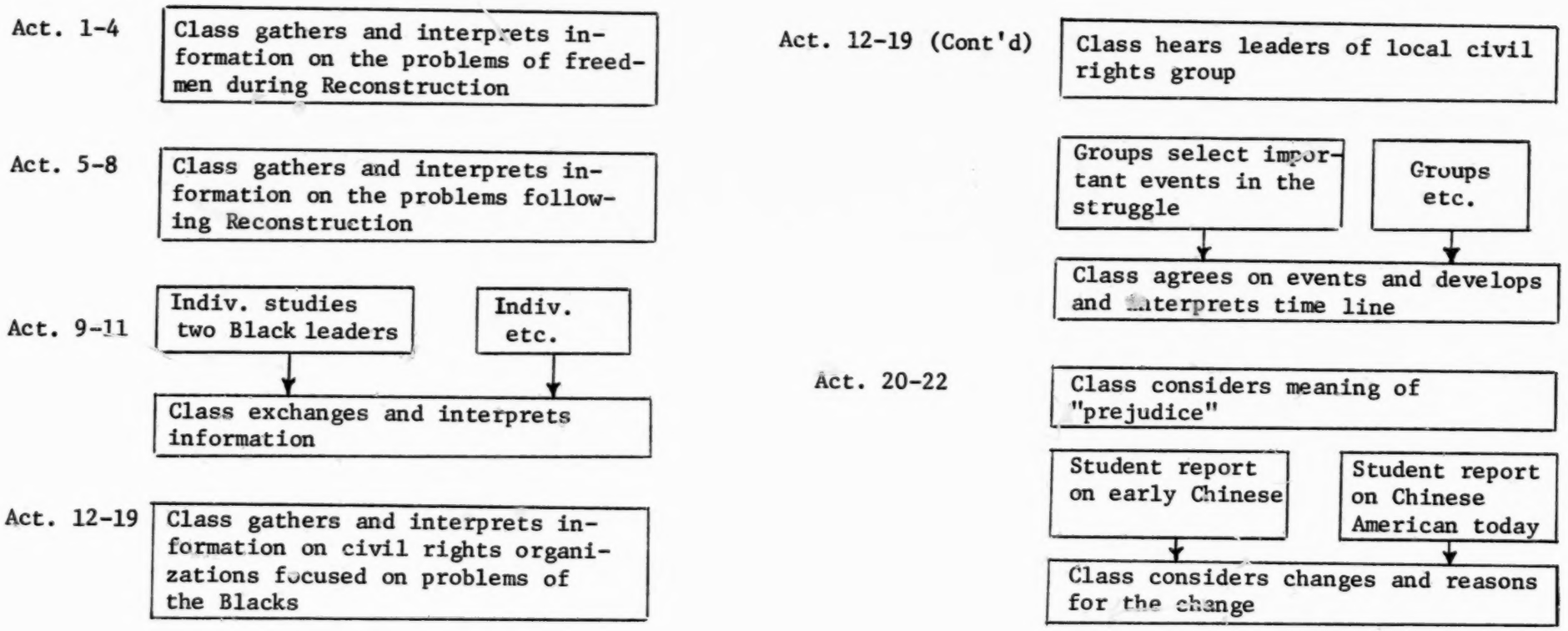
SUGGESTED ORGANIZATION OF THE CLASS

The gathering, organizing, and interpreting of information can be accomplished in a variety of ways. The plan suggested provides for dividing the class into groups at those points where contrasting information is to be gathered in depth.

Total Class: Opener



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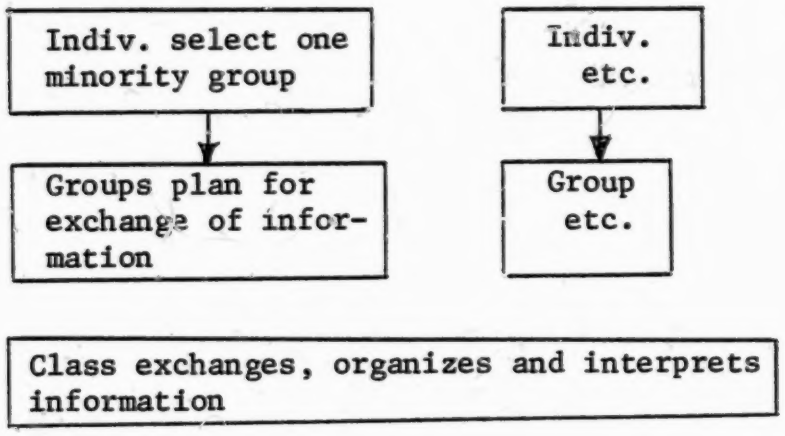
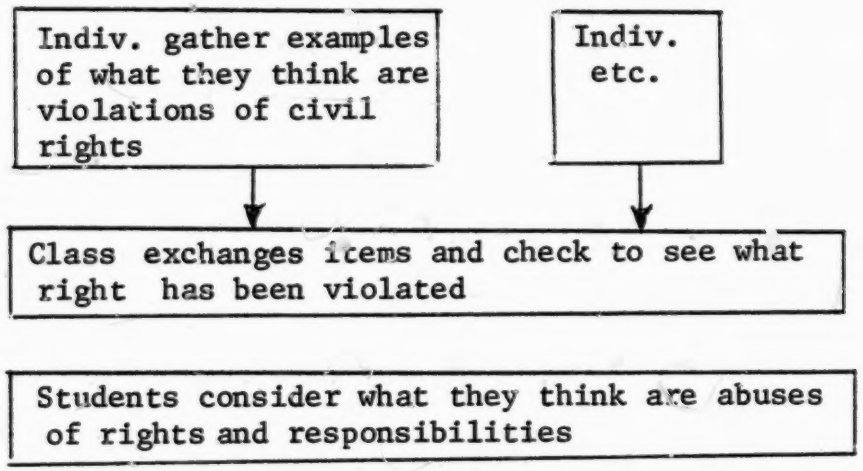
Act. 23-25



Act. 26-27



Total Class: Conclusion

UNIT V

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Organizing Idea: Groups within the American Society have striven continually to promote their own well-being as they have defined it.

Notes to the Teachers	Learning Activities

Legislation in itself cannot guarantee a person's rights. In the following sequence (Opener-Act. 8), the students consider the problems faced by the Blacks today and consider how these problems developed.

Attitudes, Feelings and Values

Evaluation Note incidence (in discussion or individual written responses) of decentering, (see definitions in front matter) tentativeness, inclusiveness and relevance. See also Unit I Act. 11 re explanations.

Opener

Read to the class or if a set is available, let the class read "The Case of Adam Henry," *Negro Views of America*, (Public Issues Series/Harvard Social Studies Project). Explain that this is a first-hand account of life in the inner-city by one of its residents.

Suggested question sequence:

1) What does Adam Henry say the slum is like?
2) How do you think Adam Henry felt?
3) Why do you think he felt that way?
4) Who has a different idea about how he felt?
5) Have you ever known someone or read about someone in a similar situation?
6) How did that person feel?
7) Why do you think he felt that way?

Alternate Reference:

Filmstrips and Recordings: "Ghettos of America" (Series)
Anthony Lives in Watts
Jerry Lives in Harlem

Recall with the class that during and immediately after the Civil War

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Notes to the Teacher	Learning Activities
	the slaves were freed and given citizenship. Ask: . If this is true, why haven't Adam and the many other Black residents of the ghetto been able to get out of the ghetto? . Why do they live in such conditions today?
Keep a record of the responses. They will be referred to in Act. 18.	
Intake of information	Development 1. Show the motion picture *Slavery in the Growing American Republic*, or the filmstrip *Afro-American's Life from 1770-1861*, "The Black American" (Series). Refer the students to the Emancipation Proclamation and to the Thirteenth Amendment. Ask: . What problems do you think these Black people faced as they were freed by law?
Keep a record of these problems. They will be referred to in Act. 4 and 25.	Get students to suggest possibilities. For example: . Employment . Obtaining the necessities of life . Education . Acceptance by white citizens
Decentering In evaluating the feedback, observe how consistently the students suggest those avenues open to a field hand and refrain from offering solutions from their own backgrounds.	Let the students work for a couple of minutes to answer the question: . How might you have tackled some of these problems? Have the students share a variety of ways they think they would have met the problems. Ask: . In which of these solutions do you think you are thinking as a freedman in 1865?

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Notes to the Teacher	Learning Activities
	. In which are you suggesting solutions possible for you today?
Intake of information	2. Read to class "When Freedom Come", *In Their Own Words - A History of the American Negro, 1865-1916*, (Meltzer), p.3. Ask: . How do these accounts compare with your suggestions of what problems freedmen might face? Alternate References: "The Case of Cato" in *Lay My Burden Down*, (Botkin)
Intake of information	3. Have the students read about the problems of the freedmen in the decades following the War between The States. Suggested study questions: · What support did the freedmen get after the war? · What efforts did the freedmen make to help themselves? · What opposition and obstacles did the freedmen face? · What gains did the Blacks make between 1866 and 1876 ? Suggested References:

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Notes to the Teacher	Learning Activities

Texts

Land of the Free, (Caughey), pp. 354-367
United States of America, The, (Brown), pp. 343-346

Other

Before the Mayflower, (Bennett)
Black Protest, (Grant)
Chronicles of Negro Protest, (Chambers)
In Their Own Words: A History of the American Negro, 1865-1916, (Meltzer)
Lay My Burden Down, (Botkin)
Negro in America, The, (Cuban)
Negro Since Emancipation, The, (Wish)
Pictorial History of the Negro in America, A, (Hughes)
Story of the Negro, The, (Bontemps)
Unfinished March, The, (Drisko and Toppin)
Worth Fighting For, (McCarthy)

SEE CHART NEXT PAGE

Filmstrips:

Negroes: Reconstruction to the Present, "Minorities Have Made America Great" (Series)
Reconstruction after the War, "North Against South" (Series)
Civil War and Reconstruction, "The Black American" (Series)
Negro in the Civil War and Reconstruction, The, "History of the American Negro, The," (Series)

	WHITE TREATMENT OF BLACKS	POLITICAL RIGHTS	EDUCATION	EMPLOYMENT	GOVERNMENT HELP
Bennett					178-189
Bontemps			171-175; 176-184		
Botkin					
Chambers		147-151; 157-163; 166-168		153-156	
Cuban					57-66
Drisko-Toppin					23-26
Grant	148-150;154-158	150-154; 158-162			
Hughes	212-213	200-211	191	224-225; 228-229	188-193; 196-197 200-201; 214-215
McCarthy		98-106	98-106		80-84
Meltzer	12-16; 30-31; 34-37; 80-89;	20-23; 41-42; 60-64; 67-71;	46-52; 55-57	26-28; 74-75	
Wish					14-22

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Notes to the Teacher	Learning Activities
Inferring and Generalizing Encourage the students to think about these factors in specific terms, such as, tools and plows, a mule or horse for power, money for seed.	4. Discuss the problems of the freedman immediately following the war by offering the following situations: Situation 1: Suppose you were a freedman who had been a field hand during the slave days. All your experience has been in farming. You would like to be a cotton farmer. 1) What would you need? (Note the extent to which the students recall the factors of production (Unit I, Act. 21). 2) What do you think your chances would have been of securing the things you needed? What makes you think so? (Here the students should recall from their readings parallel situations from which they are making predictions.) 3) In what areas did the government help? Where did it fail to help? Refer the students to the problems listed in Act. 1. 4) What problems did you not foresee? 5) What can you say about the problems that confronted the freedman?
Inferring and Generalizing Decentering Observe the extent to which students can respond as a Southern White of that period might have thought, not as they might think today or as they themselves think about these questions.	Situation 2: Suppose you were a Southern White brought up in the tradition of the South. What would you think about the new rights the Blacks gained during Reconstruction? 1) What new rights did the Black have? 2) How do you think you would have felt about his having these rights? 3) What makes you think so? 4) Does someone think he would have reacted differently? 5) What makes you think so?

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Notes to the Teacher	Learning Activities
Intake of information	5. Read to the class "A Choice Between Blood and Liberty - 1880," *In Their Own Words*, (Meltzer), pp. 90-93. Ask: . What happened to Black rights? Have the students read about Post-Reconstruction to find out about: . The effect of the Election Compromise of 1876 . The Jim Crow laws Suggested References: *Land of the Free*, (Caughey), pp. 367-369, 423-424 *United States of America, The*, (Brown), p. 348 _____ _____ _____ _____ _____ _____ Filmstrips: *Negro in the Gilded Age, The*, (Frames 2-8, 13-21) "Separate and Unequal" (Series) *Black People in the North 1900* *Black People in the South 1877-1900* *Black Codes, The* *Separate But Equal* "North Against South" *Education for Free Negroes* *After the War*

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Notes to the Teacher	Learning Activities
Intake of information	6. Let volunteers read and report on such topics as: Job Discrimination: *Worth Fighting For*, (McCarthy), pp. 110-111 KKK, Jim Crow: *Story of the Negro*, (Bontemps), pp. 168-170 Lynchings: *In Their Own Words*, (Meltzer), pp. 92-93, 113-114 Some students might like to write editorials on these topics.
Organizing information	7. Have students read the Fourteenth and Fifteenth Amendments. Have them chart provisions of the law and violations that occurred in the Post-Reconstruction period. For example: Amendment Laws No one deprived of life without due process of law Right to vote shall not be deprived because of color Events and Problems Concerning Civil Rights 1. Lynchings 2. Loss of right to vote

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Notes to the Teacher	Learning Activities
Applying Generalizations The purpose of this activity is to give the students an opportunity to predict that the Blacks, like Labor, probably organized to meet their common problems Evaluation See Unit II, Conclusion.	8. Direct the students' attention to the problems the Blacks faced and ask them to write on the question: . What do you think the Blacks did to try to solve their problems? Select several papers with different kinds of solutions to read to the class.

People and groups often differ in the manner in which they attempt to solve a problem. In the following sequence (Act. 9-19), the students examine the convictions of three leaders and their recommendations for action in solving the problems of the Blacks.

Intake of information Encouraging students to raise questions and to suggest format for the organization of data. Keep the format flexible so that the chart can be added to or revised as the students see a need.	9. Point out that there were three important Black leaders between 1890 and 1925: Booker T. Washington, W.E.B. DuBois, and Marcus Garvey. Each felt he knew what the answer was to solve the problem of the Black. Ask: . How might we compare the points of view of these men? Let students suggest what they would need to know and a format for comparison, for example: Information / Marcus Garvey / W. E. B. DuBois / Booker T. Washington Dates Education Ideas List the questions the students feel would be important in finding out what these men recommended. Let each student choose the two men he would like to read about.

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Notes to the Teacher	Learning Activities

Suggested References:

	BOOKER T. WASHINGTON	W.E.B. DuBOIS	MARCUS GARVEY
Booker T. Washington, (Thornbrough)			
Chronicles of Negro Protest, (Chambers)	195-203	195-203	204-220
Following the Color Line, (Baker)	220-222	222-224	
Great Negroes Past & Present	110	112	91
In Their Own Words, (Meltzer)	115-122	147-153	
Negro Since Emancipation, The, (Wish)	50-62	48-49	74
They Show the Way, (Rollins)	141-142	55-58	
Time of Trial, Time of Hope, (Meltzer & Meier)			47-49,51
Unfinished March, The, (Drisko & Toppin)	80-88	89-9	
Up From Slavery, (Washington)			
W.E.B. DuBois, (Bruiner)			

Evaluation Exercise follows Act. 10.

10. Have members of the class role-play a debate among the three men as they offer their solutions.

Alternate Activity:

Have one or two students present the important points of one of the men and explain the merits of his way to solve the problem of inequality. Let the class role-play supporters of the other leaders and suggest the solutions they favor.

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Evaluation Exercises

Learning Activity 10

Dramatization - Role-Playing

Dramatic activities offer opportunities for teachers to check on the understanding students have about certain events and people in their study. In evaluating such an activity the teacher may use a checklist made up of the names of students in a column and several criteria across the top and then check against students' names each occurrence of a behavior that fits a criterion either in the dramatic presentation or in the comments that are made by the class about the presentation. The following criteria could be used for this exercise:

1. Inclusiveness (Objective 17)

   The extent to which in the presentation, or in the comments, all the important (predetermined by the teacher) points are covered.

2. Feelings and Attitudes (Objective 9, 17)

   The extent to which these are accurately portrayed in gesture or by word.

   Tally against the name of each student and beneath the appropriate heading each obvious incidence of this aspect of behavior.

3. Ethnocentrism (Objective 9)

   The extent to which students are showing by word or gesture that they are thinking and behaving as members of their own ethnic or socio-economic group rather than as members of the group being portrayed.

   Tally against the name of each student and beneath the appropriate heading each obvious incidence of this characteristic.

4. Errors (Objective 17)

   The extent to which students commit errors in the presentations which they do not correct in class comments.

   Tally against the name of each student each error he makes.

Possible Use of Results

1. Take steps through discussion and/or further intake to deal with important points that have been omitted (see Inclusiveness) and with any uncorrected errors.
2. Note class totals on Feelings and Attitudes and Ethnocentrism and both; take steps to deal with class needs as revealed by these measures.
3. Note for specific remedial attention those students with high Error and Ethnocentrism tallies.
4. Note changes in individual and group performance from this to like activities. Substantial increases on criteria 1 and 2 and/or decreases on criteria 3 and 4 suggest improvement regarding objectives.

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Notes to the Teacher	Learning Activitites
Expression Decentering	11. Ask the students to complete the following statement and tell why they are making the choice they are. Year 1910: I am a Black high school senior. I wonder how I should plan my life. I have just been to a meeting to hear Booker T. Washington speak, but I have also read the advice of DuBois and Garvey. I think perhaps I shall...
Intake of information This activity will give many students an opportunity to express support for organizations in which their parents are interested.	12. Point out to the class that partly as a result of the ideas and leadership of Washington, DuBois, and Garvey, many organizations have been formed to solve the problems of the Blacks. Each organization suggests particular means of solving those problems. Ask: • What kind of information would we need in order to compare the contributions of these groups? List suggestions on the chalkboard. (Data might include: dates of organization's existence, leaders, goals of the group, successes, contributions, methods by which they intend to or have reached goals, problems to be solved.) Divide the class into groups. Each group will read on one organization. Every organization need not be represented. Suggested References: The major civil rights organizations are represented in the books listed as follows. Have the students use the index to find the organization in which they are interested.

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Notes to the Teacher	Learning Activities
	American Negro, The, (Logan, Cohen) *Black Protest,* (Grant) *Chronicles of Negro Protest,* (Chambers) *Negro Revolution in America, The,* (Brink) *Negro Since Emancipation, The,* (Wish) *Story of the Negro, The,* (Bontemps) Filmstrips: *Threshold of Equality, The,* "The History of the American Negro" (Series)
Organizing information Remind the students that this information is being prepared so that the organizations can be compared. Note how well the bulletin makes the points listed in Act. 12.	13. When research is complete, have the class decide on the headings for a chart. Prepare a ditto and have each group fill in the information. OR Tell each group it might like to organize its information in a bulletin-board display or in an organization newspaper promoting its point of view.
Inferring and Generalizing The purpose of this activity is to show influences of the philosophies of these men on later civil rights movements. This sequence should direct the students' thinking toward conclusions a) about the total effectiveness of Black organiza-	14. Compare the goals and achievements of the organizations the students choose to study. Suggested question sequence: 1) How were the goals alike or different? 2) Which organizations used the same methods to achieve their goals?

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Notes to the Teacher	Learning Activities
tions to achieve their goals and b) that most civil rights organizations aim at legal objectives as a means of gaining social change.	3) In what way were groups successful in achieving their goals? 4) Which groups followed the ideas of Booker T. Washington? W. E. B. DuBois? Marcus Garvey? 5) What effects have these organizations had?
	15. Encourage individual students to read and report on important leaders of the civil rights movement and persons who have achieved prominence in other fields of work. *American Biographies*, (Sussman) *Black Victory: Carl Stokes and the Winning of Cleveland*,(Weinberg) *Books of American Negro Spirituals*, (Johnson) *Breakthrough to the Big League*, (Robinson) *Famous American Negro Poets*, (Rollins) *God's Trombones*, (Johnson) *Lift Every Voice*,(Sterling) *Martin Luther King: Fighter for Freedom*, (Preston) *Martin Luther King: Peaceful Warrior*, (Clayton) *Mary McLeod Bethune*, (Pease) *My Lord, What a Morning*, (Anderson) *Negro Medal of Honor Men*, (Lee) *Negroes Who Built America*, (Stratton) *Ralph J. Bunche: Fighter for Peace*,(Kugelmass) *They Showed The Way*, (Rollins) *Time of Trial, Time of Hope*, (Meltzer and Meier) *Voices from the Past*, (Eisenberg) *We Shall Live in Peace*, (Harrison)

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Notes to the Teacher	Learning Activities
	Optional Activity: **Some students may wish to read fiction based on the experience of Blacks in contemporary times.** **Suggested References:** *Barred Road, The,* (De Leeuw) *Contender, The,* (Lipsyte) *Easy Does It,* (Wier) *Harlem Summer,* (Vroman) *Jazz Country,* (Hentoff) *Jazz Man,* (Weik) *Noonday Friends,* (Slotz) *Wonderful, Terrible Time, A,* (Stolz) *Zeely,* (Hamilton) **Filmstrips and Recordings:** "Rush Toward Freedom" (Series) *Black Consciousness* *Confrontation* *Direct Action* *Give Us the Ballot* *Over the Edge* "They Have Overcome" (Series)

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Notes to the Teacher	Learning Activities
Using resource persons	16. Invite representatives of local civil rights groups to speak to the class about local conditions. Have the students plan a number of questions that they feel will elicit important information from the speakers.
Organizing information on a time line The class will probably need additional questioning to help them sort out the events. The time line should be easily read - not cluttered with too many events.	17. Have the class meet in groups of three for a few minutes to decide on the question: . Which events in the struggle for Black equality do you think are so important that they should be entered on a time line? After the class has agreed on a number of events, let a committee develop a time line. If there is no permanent time line, have the group draw one on the chalkboard.
	18. Direct the students' attention to the time line. Ask: . How long has it been since the slave was made a freedman? . How long have the Black people been working for their civil rights? . Why do you suppose it has taken so long?
Evaluation See Unit I, Act. 11.	

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Notes to the Teacher	Learning Activities
Interpreting the time line Evaluation See Unit I, Act. 11 re questions 1 and 2. For question 3 see Unit I, Act. 2.	19. Refer again to the time line. Select a significant event on the time-line. Ask: 1) Which events on the time line (or events you know about) do you think helped make this progress possible? 2) What makes you think so ? 3) What can you say about the way progress in civil rights for the Blacks has been made?

Many minority groups have experienced similar problems as they have attempted to establish themselves within a nation. In the following sequence (Act. 20-27), the students consider the violation of rights of a number of groups within the United States.

Attaining Concepts	20. The purpose of this activity is to have the students achieve an understanding of the word "prejudice" as it is used to describe a bias of mind for or against any person. Write each of the examples and non-examples on butcherpaper. Use the same strategy that was used to develop "mercantilism" (Unit I, Act. 5): 1) Have students read each example or non-example. After reading each sample tell the students, "This is an example of prejudice," or "This is a non-example of prejudice." 2) After the readings are finished, ask: .What is alike about the examples of prejudice? .How are the non-examples different from examples of prejudice? Continue questioning until the students notice:

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Notes to the Teacher	Learning Activities
Evaluation See Unit I, Act. 5.	- That in cases of prejudice the person giving evidence of prejudice ignores the data or does not seek data that is necessary for a just determination - That prejudice may either favor or be against a person or point of view - That statements against a person or idea may be justified by data and are, therefore, not evidence of prejudice 3) Have the students formulate a definition of "prejudice." 4) Duplicate the test samples and have the students label them "Example" or "Non-example." 5) Clarify or re-teach. Teaching: Prejudice Examples 1) Bill was walking down the street with his friend, Jim. As they turned the corner they saw two boys fighting. One was from the Addams side of town. "They shouldn't let those kids from Addams come over here," said Bill. "They always start a fight." 2) Kimi was campaigning for her friend Tony to be elected president of the eighth grade class. "What does he think ought to be done about the school rules on the way we wear our hair?" asked a boy she was attempting to persuade to vote for Tony. "I don't know," said Kimi, "but he's really swell so you ought to vote for him." Teaching: Non-examples 1) Mr. McCoy looked carefully at the graph in a magazine. The

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Notes to the Teacher	Learning Activities

graph showed that the people of the island of Tomo had no mechanical farming equipment even though they depended on agriculture for their livelihood. They still used little water power and no electricity even though their island had many water falls. "The technology of that place is 300 years behind the times," said Mr. McCoy.

2) Ed hoped he would be elected class president. No Black student had ever made it. He felt he could get the support of many white fellows, especially Steve, who had always been friendly. "Well, I don't know, Ed," said Steve when he was approached about it. "I want to wait to see who else will be running."

Testing: Prejudice Examples

1) Julia had just moved to the town of Millport. She wanted to join the high school modern dance club, but when she went to the first meeting she noticed that the faculty advisor was Caucasian. "Don't think I'll join," she later told her mother. "The advisor will probably favor the white students. They always do."

2) Mrs. Lee watched carefully from behind the curtains as the new neighbors moved in next door. They seemed nice enough, but the man had an accent. "You never can tell about foreigners," said Mrs. Lee.

3) Sylvia couldn't find her wallet. "Who was with you?" asked Gloria. "Jean Cook," said Sylvia, "but she goes to my church so I know she wouldn't take it."

UNIT V

MAIN IDEA: MEN CONTINUALLY SEEK TO IMPROVE THEIR CONDITION THROUGH OBTAINING THOSE RIGHTS THEY CONSIDER ESSENTIAL TO THEIR WELFARE.

Organizing Idea: Groups within the American Society have striven continually to promote their own well-being as they have defined it.

Notes to the Teacher	Learning Activities
If the students can handle the distinction without becoming confused, tell them that while prejudice is a feeling discrimination is action.	Prejudice: Non-examples: 1) Mr. Ross examined the records of the three men who were asking for promotion to a job supervising a team of other construction workers. George Chan was the best worker, had worked the longest for the company, and he knew the most about building. Mr. Ross called him in and said, "George, I'm sorry I can't give you the promotion. Your record as a worker is good, but you just don't get along with the other men. They complain that you try to boss them around." 2) Bill was looking for someone to collect on his paper route while he went on vacation. "How about Jose?" asked Mike. "He is just here from Mexico and needs the money." "No, I don't think he would do," said Bill. 21. Have two students prepare and read to the class "Why Should the Chinese Go?," *America's Immigrants*, (Hoff), p. 83 and "The Employment Picture," *Our Oriental Americans*, (Ritter), p. 36. Ask the students to listen carefully to find out: What the situation was for the Chinese in San Francisco in 1878 What the situation is today 22. Discuss the problem of the Chineseand Chinese Americans. Ask: 1) What changes seem to have taken place? 2) How do you account for the change? Continue questioning until the students bring out the role of government through fair employment practices and housing laws.

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Notes to the Teacher	Learning Activities
As the students suggest questions, note whether their questions are becoming more productive. Will the data elicited by one question supply data that will explain the response to another question?	23. Ask: If we were to study the problems other American minority groups faced, what kinds of information would we need? List the questions the students raise. Display the material for the study of minority problems and provide an opportunity for the students to examine them before deciding which one to study in depth. After each student has selected a minority in which he is interested, ask the class to read carefully to identify: • Situations they think showed prejudice or discrimination toward a member or members of a minority group • Episodes or situations they think showed people of the majority group supporting the rights and goals of a minority member/group • Episodes or situations that show people of a minority group taking action to promote their rights or well-being Suggested References: AMERICANS OF: CHINESE HERITAGE *Chinese in the United States of America, The,* (Lee) *Fifth Chinese Daughter,* (Wong) *Passage to the Golden Gate,* (Chu) INDIAN HERITAGE *Half-Breed,* (Lampman) *Medicine Man's Daughter,* (Clark)
Intake of information	

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Notes to the Teacher	Learning Activities
	AMERICANS OF: IRISH HERITAGE *Irish Helped Build America, The,* (McDonnell) *Nation of Immigrants, A,* (Kennedy) JAPANESE HERITAGE *America's Concentration Camps,* (Bosworth) *Americans from Japan,* (Smith) *Issei and Nisei, The Internment Years,* (Kitagawa) *Moved-Outers, The,* (Means) JEWISH HERITAGE *Amy Moves In,* (Sachs) *Berries Goodman,* (Neville) *Promise Is a Promise, A,* (Cone) *Rachel,* (Lewiton) MEXICAN HERITAGE *Across the Tracks,* (Young) *Latin Americans of the Southwest,* (Landes) *Outsiders, The,* (Hinton) *Rescued Heart, The,* (Johnson) *Wheels of Fortune,* (Gault) MORMON HERITAGE *Coming of the Mormons, The,* (Kjelgaard)

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Notes to the Teacher	Learning Activities
	AMERICANS OF: PUERTO RICAN HERITAGE *Father and Son for Freedom*, (Norris) *Girl from Puerto Rico, The*, (Colman) *Our Citizens from the Caribbean*, (Senior) *Quiet Rebels: Four Puerto Rican Leaders*, (Sterling)
	24. To plan how the information will be exchanged with other members of the class, suggest: . Small group meetings (of those studying one minority group) at intervals the teacher and students agree are reasonable to discuss what they have been reading and decide on an episode to present to the class. . A representative for the group should be chosen to present the episode.
Exchanging information Organizing information	25. As the students relate the episodes/situation, ask the class to decide in which category of problems (set up in Act. 1) these episodes fall. Record these on the chalkboard as the class makes decisions, for example:

UNIT V

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Notes to the Teacher	Learning Activities

RELIGION	EDUCATION	EMPLOYMENT	HOUSING	POLITICAL RIGHTS
Mormons fled to Utah because of persecution	Mexican-American sometimes segregated in particular schools, class	No Irish need apply	Chinese forced to live in ghetto	Japanese-Americans placed in internment camps

Inferring and Generalizing

When an adequate number of episodes or situations have been reported and entered on the chart, ask:

1) Which of these situations did minority group members want changed?
2) What change did you find has taken place in some of these problems?
3) How did the change come about?

At this point, the students may have to secure additional information on the role of the minority group and the role of government in bringing about change.

4) From the information you have gathered, what can you say has been true of problems faced by minority groups in the United States?

Typical responses from eighth-grade students:

- I was reading about the Japanese-Americans and I knew about the Blacks so I thought prejudice was based on color. Now I don't think so because lots of other people up there (on chart) were having troubles and they were white. It seems like it's a group that is just different in some way.

Evaluation See Unit I, Act. 2. Note particularly (for individuals or total class) the incidence of statements which accurately interpret the data recorded on the chalkboard as opposed to cliches. Look also for indications of personal concern in addition to intellectual analysis as in the first example opposite.

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Notes to the Teacher	Learning Activities
	. Most of the minority groups had just about the same kinds of problems. . Perhaps some of the problems didn't seem like problems at first like living in the ghetto. When people first come most of them want to live close to people from their country. The trouble starts when people want to change things. . Sometimes discrimination is by government as well as by the public.
Developing Concepts Involve the total class in helping a student reduce his article to a phrase that includes enough to help the class recall its essence. This can be done quickly and with a high percentage of participation. Evaluation. See Unit I, Act. 10.	26. Have the students collect items from newspapers or magazines in which the person (or group) involved felt his/their rights were being violated or in which the student felt someone's rights were being violated. After a student gives a brief resume of the item, have the students suggest a phrase to be listed on the board to remind the class of the essence of the item. When a sufficient mumber of items have been listed, ask the students to group and label the items remembering the question: . What right does the person, group,or student think is being violated? Let each student select at least two "rights" and find the article in the Constitution or other legislation that guarantees the right. Suggested References: Texts *Land of the Free*, (Caughey), pp. 633-637 _____ _____ pp._____ _____ _____ pp._____

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Notes to the Teacher	Learning Activities
	Other *Bill of Rights, The: A Source Book For Teachers*, California State Dept. of Education (Teacher Reference) *Living American Documents*, (Starr)
Inferring and Generalizing Encourage students with different viewpoints to express them. Evaluation Criteria of decentering, inclusiveness, abstractness are particularly important here as well as indications of personal involvement.	27. Discuss the rights and responsibilities of citizens. Suggested question sequence: 1) What right do you think was violated? 2) What makes you think that was a violation of a right? 3) How do you suppose the other person involved considered the situation? 4) What makes you think so? Let the students work individually or in pairs for a few minutes to select a "right" and list examples of what they think would be abuses of that right. Ask: 5) What would be an abuse of the right of ----------? 6) Why do you consider that an abuse? 7) Does anyone have a different point of view about this? 8) What could be the result of people having different points of view on rights and abuses? Let the students write to the question: 9) What can you say about a citizen's responsibility in relation to rights guaranteed by law?

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Notes to the Teachers	Learning Activities
Evaluation See Unit I, Act. 2 and 11 for suggestions re questions 2 and 5. Note also the extent to which answers to question 5 indicate application of the 'organizing idea' as do the examples opposite.	Conclusion Direct the students' attention to the problems identified in Act. 1. Ask: 1) What did the Black people want? 2) How do you know what these people wanted? Continue questioning until the students relate the goals of the people to the goals of the organizations which they formed. Have the students look again at the areas of prejudice experienced by other minority groups (Act. 25). Ask: 3) What did these people say they wanted? 4) What did they do about it? 5) What can you say about problems faced by minorities in our country? Statements from eighth-grade students: . People organize to fight for their rights. . Not all people have the same goals and they also have different ideas about how to secure their rights. . Things don't seem to change much until they get together on what they want and persuade the government to secure their rights.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objectives in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Applying generalizations (5)

e. Explaining cause-and-effect relationships (7)

f. Forming hypotheses (8)

g. Comprehension of concepts and generalizations about the various peoples studied in this unit (17)

h. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT VI

MAIN IDEA: A NATION AFFECTS AND IS AFFECTED BY THE OTHER NATIONS WITH WHICH IT INTERACTS.

Organizing Idea: The role the United States has played in world affairs has been affected by its goals and the way it sees its role, as well as by goals and the roles of other nations.

Contributing Idea:

1. A nation's foreign policy may change over a period of time.

Content Samples:

Monroe Doctrine
Santo Domingo Naval Base
"Open Door" Policy
Annexation of the Philippine Islands
Building the Panama Canal

Contributing Idea:

2. The position of a nation is related to its goals and resources. These goals may be in conflict with the goals of other nations.

Content Samples:

World War I
World War II

Contributing Idea:

3. A position of leadership in the world carries responsibility for seeking solutions for the serious problems that threaten peace.

Content Samples:

Over population
Food shortage
Control of the atomic bomb

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SUGGESTED ORGANIZATION OF THE CLASS

The gathering, organizing, and interpreting of information can be accomplished in a variety of ways. The plan suggested provides for dividing the class into groups at those points where contrasting information is to be gathered in depth.

Total Class: Opener

Act. 1-8 — Class gathers and interprets information on the Monroe Doctrine

Group on Santo Domingo | Group on Boxer Rebellion | Group on Annexation of Ph. Is.

Class exchanges, organizes, and interprets information

Act. 9 — Class gathers information and discusses how the U.S. sees its role in Vietnam

Act. 10

Group on Country A | Group on Country B | Group on Country C | Group on Country D

Groups exchange decisions and the results of conflict among B and other countries

Act. 11-15

Group on WW I | Group on WW II

Class exchanges, organizes, and interprets factors influencing WWI and WW II

Class gathers and interprets information on efforts to control the atomic bomb

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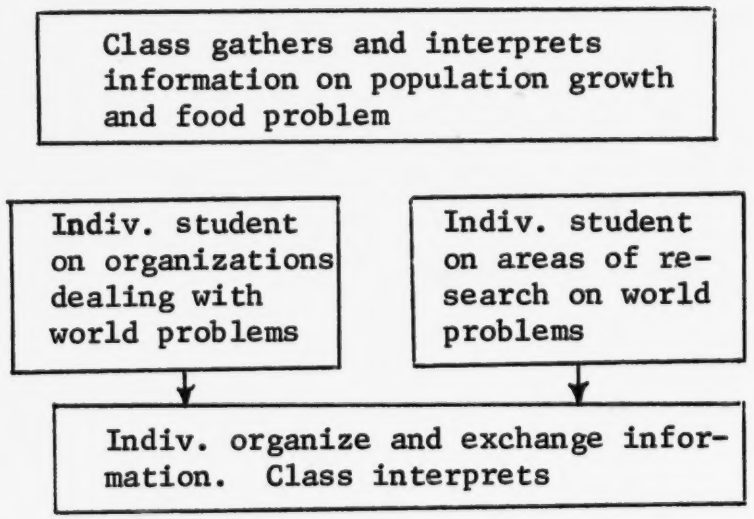
Act. 16-20



Total Class: Conclusion

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Notes to the Teacher	Learning Activities

Policies tend to change as conditions change. In the sequence that follows (Opener-Act. 9), the students examine the change in America's policy from one of influence in the Western Hemisphere to influence in the Pacific.

Opener

Tell the class members that they are newspaper editors reading George Washington's farewell "address" in 1797. They are to write an editorial about the message in which they will:

- Identify and summarize the main idea of the address
- Comment on whether the idea of the address is useful to the United States

Remind them that the year is 1796.

Read the message to the class or tape record it and play it for the class. Tell them that some students will be asked to read their articles to the class.

Suggested Reference: (for Washington's Farewell Address)

Age of Washington: 1783-1801, The, "Voices from America's Past" (Series) pp. 50-51

When the editorials are ready, let several students read theirs. Ask the class to note reasons for and against the advice. After the articles are read, let some students record their lists of reasons or pros and cons on the chalkboard. When these are posted, ask if any different items should be included. List these. Ask students to

Evaluation. Procedures described in Unit I, Act. 16, may be adapted for use here.

It may be necessary to give a few minutes' discussion to the events of that period, a review to enable the students to consider the value of Washington's advice.

Make certain the students know the advice Washington gave, then have them write their editorials.

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Notes to the Teacher	Learning Activities
	write a summary of both the pro and con views of Washington's advice on their papers, or in their notebooks. Read to the class "President Wilson's Call For War" pp. 16-18, *Democracy on Trial, The First World War: 1914-1920*, "Voices from America's Past" (Series) Discuss the change that has taken place as shown in the thinking of the two presidents. Suggested question sequence: 1) What reasons did Wilson give for going to war? List the reasons on the chalkboard. 2) How do you account for the change that has taken place since the time of Washington? Let students speculate widely about this. Ask students to write the answer to the following in their notebooks. 3) What do you think influences the way one nation will behave toward another? Alternate References: Study Kit: *The United States as a World Leader, Pt. 1.* Filmstrip frames #2, 3, and 4 for quotes from Washington, Adams, and Jefferson. Study Kit: *The United States as a World Leader, Pt. 2.* Filmstrip frame #62 (final frame) for Wilson's speech asking for war with Germany.
Formulating a Hypothesis These statements will be checked in Act. 2 and Act. 6.	

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Notes to the Teacher	Learning Activities
Formulating a Hypothesis	Development 1. Let students study the map in their texts showing American territorial expansion, 1783-1854, or project a map showing the expansion. Suggested References: *Land of the Free*, (Caughey), p. 255 *United States of America, The*, (Brown), pp. 304-305 Filmstrip: *Entering the World Scene: to 1913*, "United States as a World Leader" (Series). Frames #8, 9, 10, 11, 17, 18. Let the students observe not only the expansion but also 1) how the land was secured and 2) from whom. Ask: . If these new lands had not been acquired, how do you think the history of the United States would have been affected? It may be necessary to ask additional questions to stimulate thought around such areas as industrialization, immigration, race relations, relations with foreign countries, and trade with foreign countries. 2. Let students read about the Monroe Doctrine to find out: . What the United States said about European power in the Western Hemisphere

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Notes to the Teacher	Learning Activities
	Suggested References: *Land of the Free*, (Caughey), pp. 207-209 *United States of America, The*, (Brown), pp. 206-207 _____ _____ _____ *Voices From America's Past, Vol. 1*, (Morris), pp. 246-247 Filmstrip and Recording: *Monroe Doctrine, The*, "Landmark" (Series) Have the students look at a map to see how large the United States was at the time the Monroe Doctrine was issued (1823). Ask: 1) How many other countries were there in the Western Hemisphere at that time? 2) Why do you suppose the United States issued the doctrine? 3) How do you suppose the people who supported the doctrine saw the role of the United States? Let the students look at their notebooks to see the factors they listed as influencing the way one nation behaves toward another (Opener). Encourage them to make any changes or additions they feel should be made.
Checking earlier statements. Evaluation The number of important changes made here and again in Act. 6 provides an indication of flexibility. The number and nature of additions and changes provide evidence of pupil growth.	
Intake of information Some students may need to be reminded of the need to take careful notes in order to give correct data as the group exchanges information.	3. Divide the class into three groups to read about 1) President Grant's acquiring a naval base on the Island of Santo Domingo 2) The role of the United States during "The Boxer Rebellion " 3) The annexation of the Philippine Islands as a colony

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Notes to the Teacher	Learning Activities

Suggested study questions:

- What was the situation?
- What action did the United States take in this event? Why?
- When did this happen?
- What reason did the President or Congress of the United States give for this action?

Suggested References:

Texts

Land of the Free, (Caughey)
United States of America, The, (Brown, R.)

_____ _____ _____

_____ _____ _____

Other

America Grows Up, (Johnson)
American Reader, The, (Angle)
Boxer Rebellion, The, (Martin)
Correspondent's War, The: Journalists in the Spanish American War, (Brown, C.)
Milestones to American Liberty, (Meltzer)
Pocket History of the United States, A, (Nevins)
Sinking of the U.S.S. Maine, Feb. 15, 1898: The Incident that Triggered the Spanish American War, (Walsh)
Voices From America's Past, Vol. 2, (Morris) (Series)

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Notes to the Teacher	Learning Activities

	Santo Domingo	Open Door Policy	Philippine Islands
Angle			436-442
Brown, C.			All
Brown, R.	483	471-476	467-469
Caughey		515-516	517-520
Johnson		175-176	172-173
Martin		All	
Meltzer			164-169
Morris	6-7	28-32	15-18
Nevins	394	377,388-389	387-388
Walsh			All

Filmstrip and Recording:

Commodore Perry and the Opening of Japan, "Landmark" (Series)

Filmstrips:

"America Becomes A World Power"

Imperialism: Building an Empire
Open Door Policy
U. S. Colonialism

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Notes to the Teacher	Learning Activities
	4. Provide an opportunity for the students to exchange information they have been gathering. Encourage students who have been reading in the same area to contribute points they feel are important and are being omitted in the discussion. As the events are discussed, chart the significant information on the chalkboard. For example:

EVENT	WHEN	WHERE	REASONS GIVEN	RESULTS

Organizing information

One method of developing such a chart is to have each group talk about the event it has been reading about, then fill in on a ditto the information for that particular event. Duplicate for all students.

Inferring and Generalizing

5. When the information is available to all students, ask:

   1) What differences do you notice in the information on the chart?
   2) How do you suppose the United States thought of its role when it secured permission to establish a base in Santo Domingo?
   3) How is that different from the way she saw her role in China, Japan, and the Philippines?

MAIN IDEA: A NATION AFFECTS AND IS AFFECTED BY THE OTHER NATIONS WITH WHICH IT INTERACTS.

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Notes to the Teacher	Learning Activities
Evaluation See Unit I, Act. 11, re question 4 and Unit I, Act. 2, re question 5.	4) Why do you suppose the United States wanted the Open Door Policy? The Philippines? Let the students enter the three events on their time line, if one has been developed. Otherwise, draw one on the chalkboard and let them enter the events on it or place dates of events on a world map. Have the students write on: 5) When you look at the policy of the United States toward other countries on the time line (or map), what can you say about what was happening?
Evaluation See Act. 2, this unit.	6. Direct the students' attention to the Reasons Given column of the chart (Act. 4). Select an event, such as the Spanish-American War, and ask: . How many different reasons were people giving for supporting the war? Have the students examine the statement they wrote about factors that influence the way our country behaves toward other countries (Opener). Let them add new ideas or change what was previously written.
The purpose of this activity is to help students see that idealism may motivate people on opposite sides of an issue, as evidenced by those who were motivated to "free Cuba" while others resisted "imperialism."	7. Tell the students that many people opposed the United States take-over of the Philippine Islands as a territory. Ask them to pretend to be one of those people writing a letter to be sent to his congressman or to the President or Secretary of State giving his arguments against the United States making the Philippines its colony. OR

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Notes to the Teacher	Learning Activities
	Part of the class might write the above letters and the others respond as congressmen supporting the action. OR Have a student read to find out how long it was before Cuba gained complete independence from the United States. Let the student report to the class. Discuss: . Which of the factors do you think influenced the United States after the war? Alternate Activity: Read "Mark Twain Objects," pp. 35-37, *Expanding Horizons*, (Morris). Ask class to evaluate Twain's objections in terms of their generalization on the factors that influence how nations behave toward one another.
Evaluation See Unit I, Act. 16.	8. Let a student or a group of students research the circumstances surrounding the building of the Panama Canal. Let them report to the class using maps and charts. Let another group research the recent search for a site for a new canal. Let them report using maps and charts. Ask: . What did you find that makes you think the United States will behave the same or differently in securing a site for a new canal?

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Notes to the Teacher	Learning Activities
	9. Have the students use an index to current periodicals to find recent articles on the goals of the United States in South Viet Nam and articles analyzing those goals and commitments. Also encourage them to talk with adults about the U.S. involvement. Discuss the readings by asking: 1) What did the articles (or adults) say the United States government is attempting to do in South Viet Nam? List the variety of goals the students offer. 2) What has the United States done to show these are or are not its goals? 3) How are people of the United States showing they support or do not support the policy in South Vietnam? Ask the students to write on the question: 4) How do you think the United States sees its role in the world today? How do you account for this?

The position a nation assumes is related to many factors: its goals and resources, as well as the goals and resources of other nations. In the following sequence (Act. 10-15), the students examine the factors that influenced the position of the United States in the periods of World War I and World War II.

UNIT VI

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Notes to the Teacher	Learning Activities
Evaluation Note the frequency and quality of reasons. See Unit I, Act. 11. Developing Concepts The students will be grouping reasons so they may develop categories different from those given in the example. Accept the relationships they can identify. In order to keep them on focus, it may be necessary to repeat the question: . Which things that make a nation powerful would you put together? Why? Evaluation See Unit I, Act. 10, for criteria appropriate here.	10. Divide the class into groups of five students each. Duplicate and distribute the "Descriptions of the Countries" to the groups. (See Appendix F) Tell them that Country B invaded a small weak country on its border. Tell the class that on the basis of the data given, each group has 10 minutes to decide which of the other countries has the power to stop Country B and to give reasons for its choice. The group is also to designate a reporter for the group. At the end of the given time, let a student from each group post its choice and supporting reasons on the chalkboard. Then: 1) Ask the class members to group those reasons they think belong together and to tell why they grouped them. 2) Have the students label their groups. 3) Ask students to write a statement about the factors that they think make a nation powerful. Factors should include such items as: . Geographic position . Resources: physical, human, capital . Population: size, skills, education . Morale: feelings of the people and their support for government, loyalty

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Notes to the Teacher	Learning Activities
Intake of information	11. Let the students choose to read about either World War I or World War II. Try to see that there are volunteers for each period. Ask the students to read widely to find out: . Which factors identified in the Four Countries Game (Act. 10) affected the behavior of the United States prior to, during, and immediately after World War I or World War II? Suggested References:

	WORLD WAR I	WORLD WAR II
America Grows Up, (Johnson)	198-211	
Heritage of America, The, (Commager)	1070-1075	1148-1151,1195-1197
Land of the Free, (Caughey)	523-529	579-592
United States of America, The, (Brown)	491-498	504-516
Voices From America's Past - Vol. 3, (Morris)	15-32	135-192
Woodrow Wilson: Champion of Peace, (Motheer)	All	

Motion Picture: *Woodrow Wilson*

Filmstrips and Recordings:
"United States as a World Leader"
Burden of Responsibility - 1945-1953
Entering The World Scene: To 1913
Gathering Storm, The
Road to War, The: To 1917
World War II, 1941-1945

UNIT VI

MAIN IDEA: A NATION AFFECTS AND IS AFFECTED BY THE OTHER NATIONS WITH WHICH IT INTERACTS.

Organizing Idea: The role the United States has played in world affairs has been affected by its goals and the way it sees its role, as well as by goals and the roles of other nations.

Notes to the Teacher	Learning Activities
Working in small groups to secure a higher level of productivity	12. Let the students work in groups of three to list those factors that influenced the war and the events immediately following the war. Have each group choose a reporter. List the factors as the reporters give them, and encourage others to give examples or to disagree.
Intake of information	13. Read the following to the students and ask them to listen carefully to find out: What factors were mentioned in the reasons given by Prime Minister Tanaka and Hitler in their reasons for expansion? Suggested References: *Readings in World History*, (Starrianos) "The Tanaka Memorial," pp. 202-203 "Hitler Plans for Conquest," pp. 204-206
Inferring and Generalizing	14. Discuss the reasons given in the readings. Suggested questions sequence: 1) What did each leader say his nation needed? 2) How were these factors important to them?

UNIT VI

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Organizing Idea: The role the United States has played in world affairs has been affected by its goals and the way it sees its role, as well as by goals and the roles of other nations.

Notes to the Teacher	Learning Activities
	3) How did the goals of these two nations interfere with the goals of other nations?
Intake of information	15. Let interested students read to find what efforts have been made to control the atomic bomb. Let them report to the class. Suggested References: *United States of America, The,* (Brown), p. 564 See READERS' GUIDE for references to current periodicals. Filmstrip and Recording: *Uneasy Coexistence 1953-1963,* "United States as a World Leader" (Series)
Inferring and Generalizing Evaluation See Unit I, Act. 2, 11.	Discuss the attempts to control the atom bomb. Ask: . How do you suppose it has happened that the United States government suggests control of the atom bomb after we developed and used it? . What factors have caused us to change?

One of the many problems facing the world is the relation of food supply to population. In the following sequence (Act. 16-Conclusion), the students examine some governmental activities related to the problem and consider what the role of the United States should be.

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Notes to the Teacher	Learning Activities
Intake of information	16. Present the following information on a transparency.

YEAR	POPULATION (billions)	TOTAL WORLD CALORIES OF FOOD (in billions)	CALORIES PER PERSON PER DAY
1970	3.6	7,357	2,044
1980	4.5	8,126	1,806
1990	5.7	8,977	1,575
2000	7.4	9,916	1,340

Source: Berkner, Lloyd V., "Man vs. Technology" in *Social Education*, April 1967.

Suggested question sequence:

1) What do you notice in this chart? Continue questioning until students bring out that both population and food production are increasing, but per capita food consumption is decreasing.
2) How do you account for this?
3) What possible outcomes might there be in the future if the trend continues?

Intake of information

17. Read *Race Between Food and People*, (Joy), p. 29-30, for the prediction of Robert Malthus on famine.

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Notes to the Teacher	Learning Activities
	Suggested Reference: *This Crowded Planet*, (Hyde) Place the following on the chalkboard. . The United States and the other industrialized nations of Europe and parts of Asia have a birth rate of about 22 per thousand people, while the death rate is about 9 per thousand. . In the poor, non-industrial countries the birth rate is about 44 per thousand people and the death rate is about 20 per thousand.
Inferring and Generalizing	Outline the non-industrial areas of the world on a world map. Ask: 1) From this information where is the percentage of increase in population highest? 2) What effect do you think this might have on food production?
Intake of information	18. Let each of the students read about one organization or one area of research that is attempting to deal with the problem, for example: ORGANIZATION . WHO (World Health Organization) . UNICEF (United Nations Children's Fund) . FAO (Food and Agricultural Organization) . AID (U.S. Agency for International Development) . Peace Corps AREAS OF RESEARCH . Harvesting the sea . Control of pests . Reclaiming unused lands . Developing better seed . Developing new foods

UNIT VI

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Organizing Idea: The role the United States has played in world affairs has been affected by its goals and the way it sees its role, as well as by goals and the roles of other nations.

Notes to the Teacher	Learning Activities
Organizing information	19. Let students working on the same topic plan a bulletin board display and be prepared to describe the activity to the rest of the class.
Inferring and Generalizing Evaluation See Unit I, Act. 2, 11, 16.	20. Discuss the displays and ask the students to write to the questions: 1) What alternative choices do we have for our policy? 2) What should the United States policy be? 3) Why do you think so? 4) If we spend great sums on food programs, how will other programs be affected? Have several papers giving different points of view shared.
Inferring and Generalizing	Conclusion Read the following statement from Woodrow Wilson (when the United States did not enter the League of Nations): "The people of America have repudiated a fruitful leadership for a barren independence...The people will have to learn now by bitter experience...We had a chance to gain the leadership of the world. We have lost it, and soon we shall be witnessing the tragedy of it all."

UNIT VI

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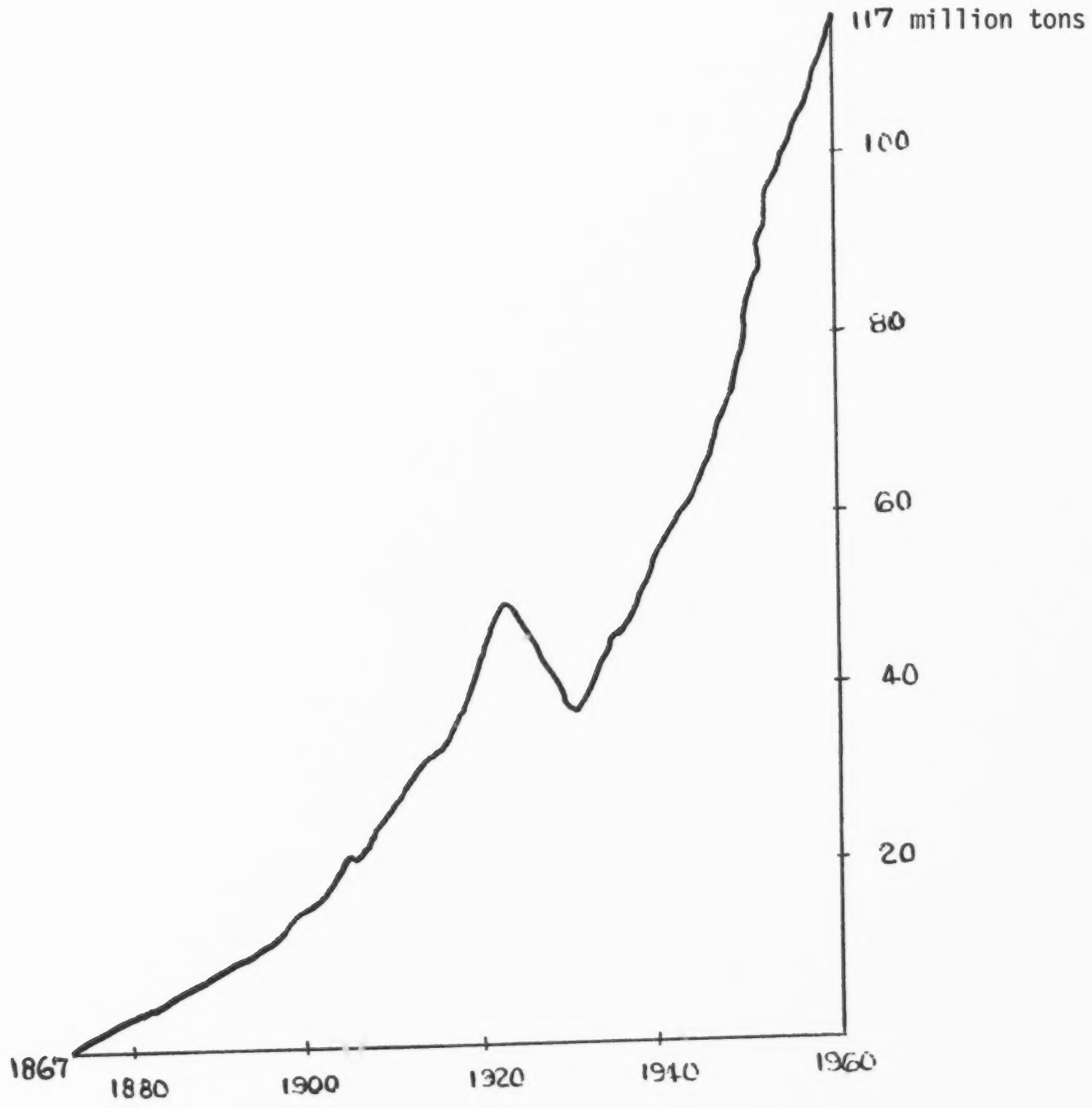
Organizing Idea: The role the United States has played in world affairs has been affected by its goals and the way it sees its role, as well as by goals and the roles of other nations.

Notes to the Teacher	Learning Activities
Evaluation See Unit I, Act. 2. Look also for indications of use of the 'organizing idea.'	1) What did President Wilson think America's role should be? 2) What did the Senate think America's role should be? Have the students describe the behavior of the United States toward other nations following World War I and World War II. Ask: 3) What difference do you notice in our behavior? 4) How do you account for this change? Ask the students to write a statement in response to the question: 5) What statement can you make about the factors that influence the role a nation assumes?

APPENDIX A

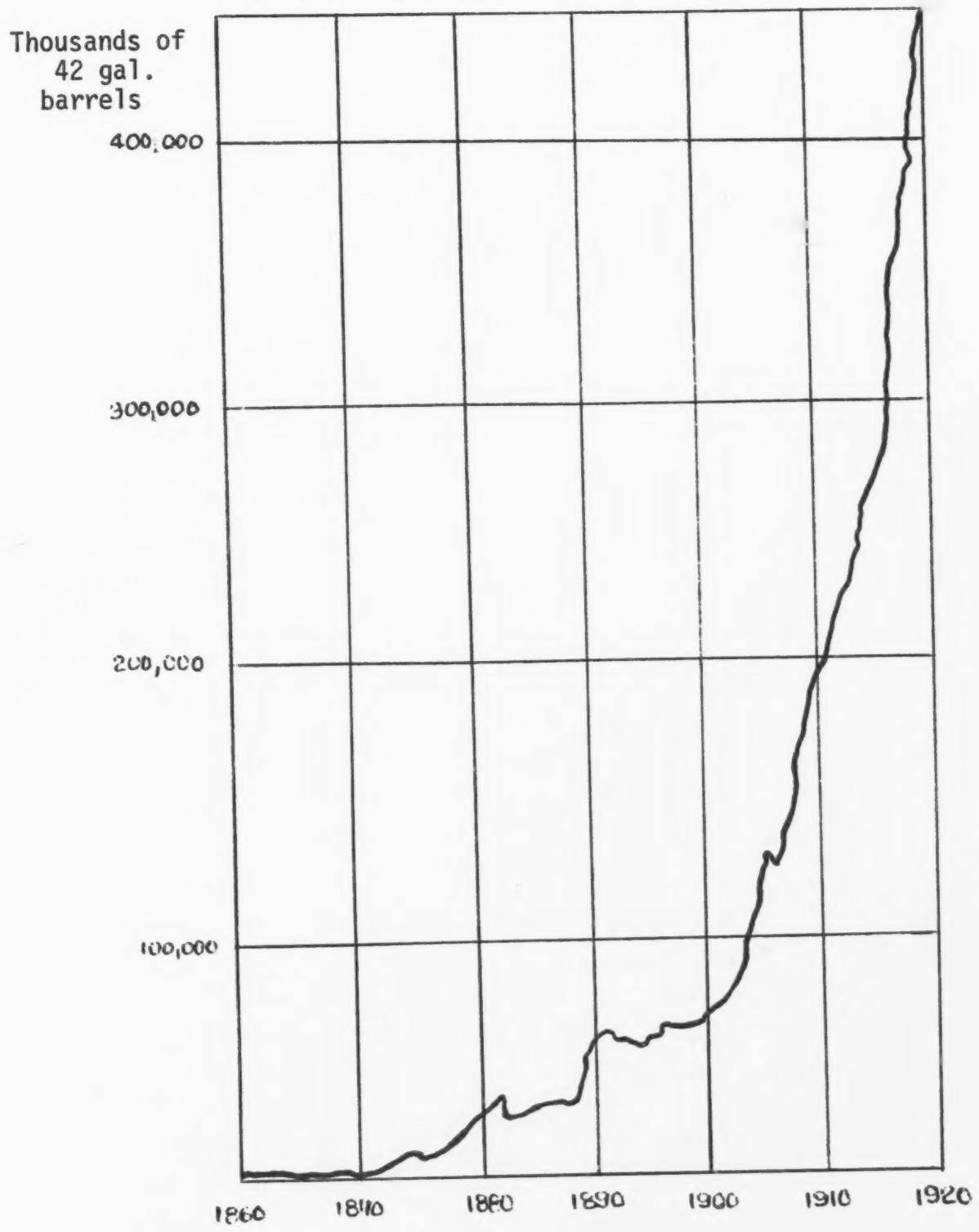
UNITED STATES STEEL PRODUCTION 1867-1960



* *Story of the American Nation*, p. 456

APPENDIX B

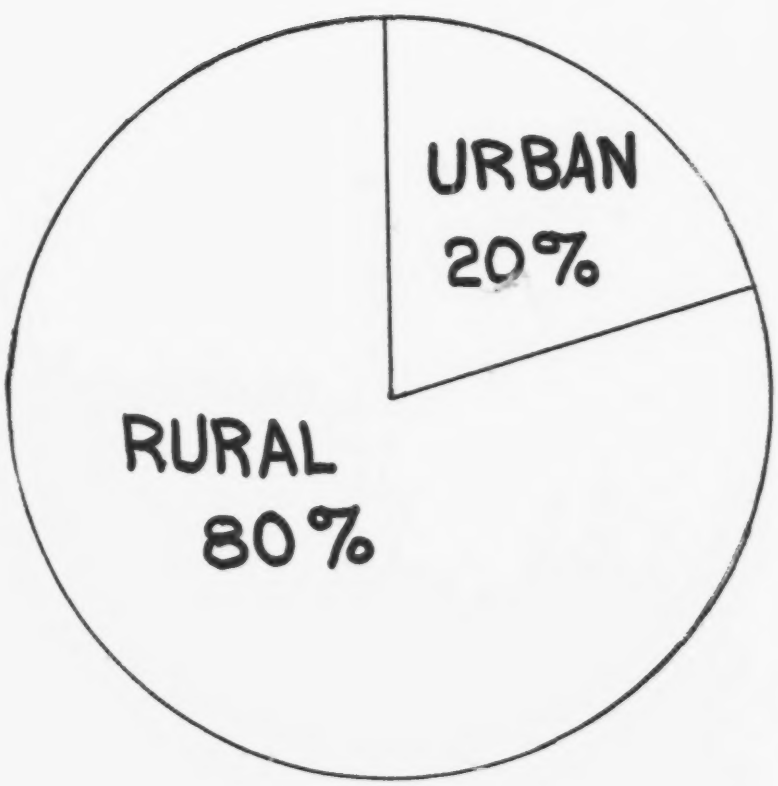
PRODUCTION OF CRUDE PETROLEUM



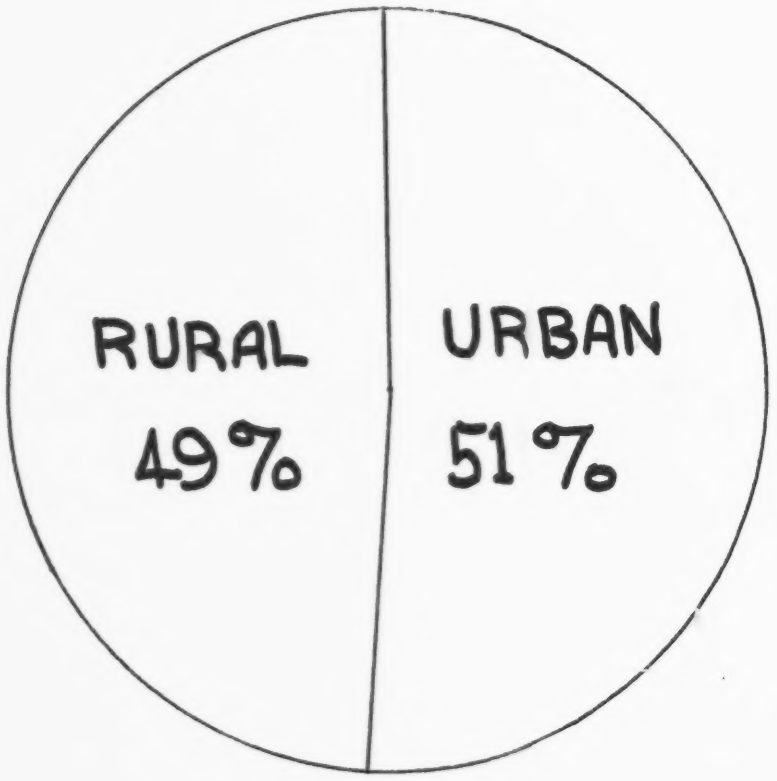
Source: Historical Statistics of the U.S.

APPENDIX C

PERCENTAGE OF U.S. POPULATION LIVING IN URBAN AND RURAL AREAS



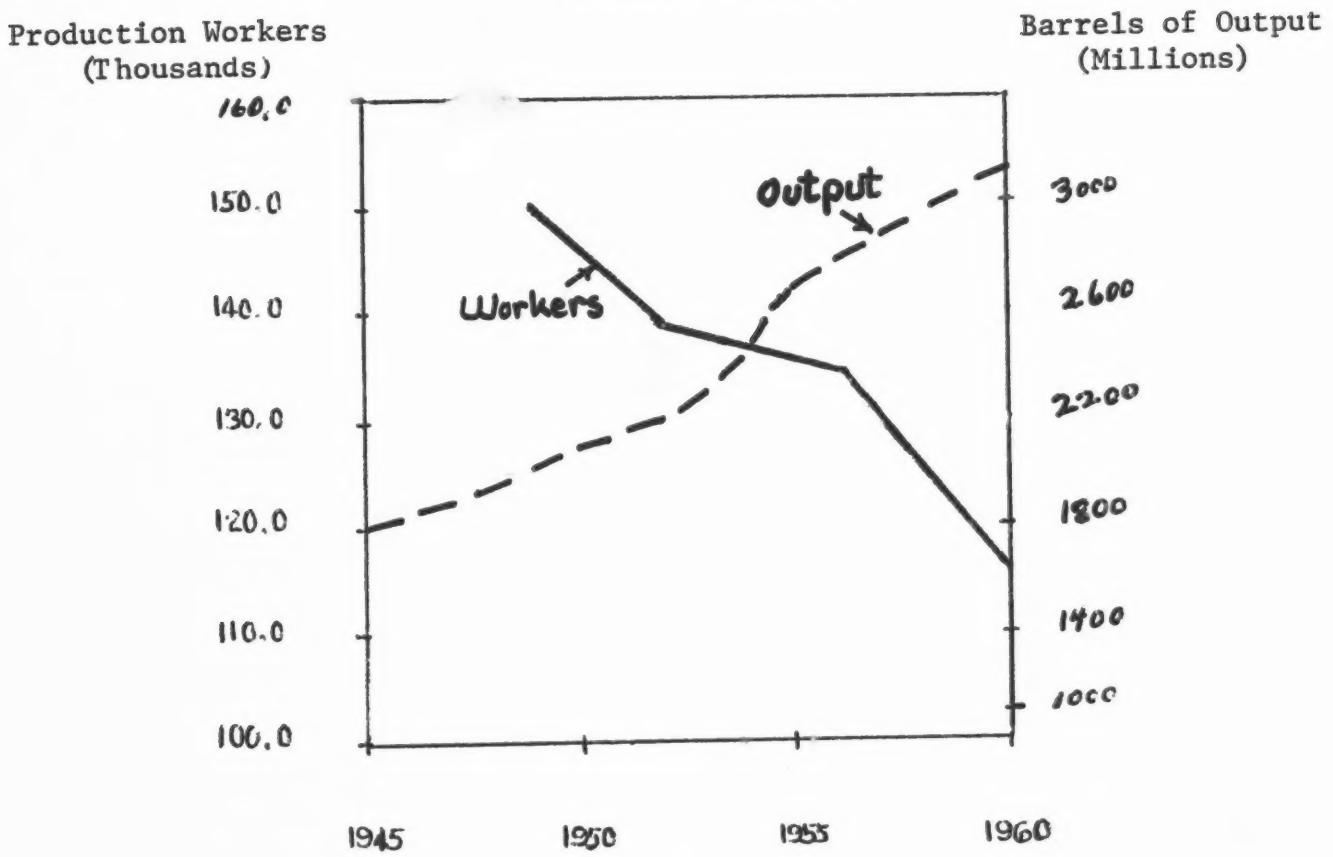
1860



1920

APPENDIX D

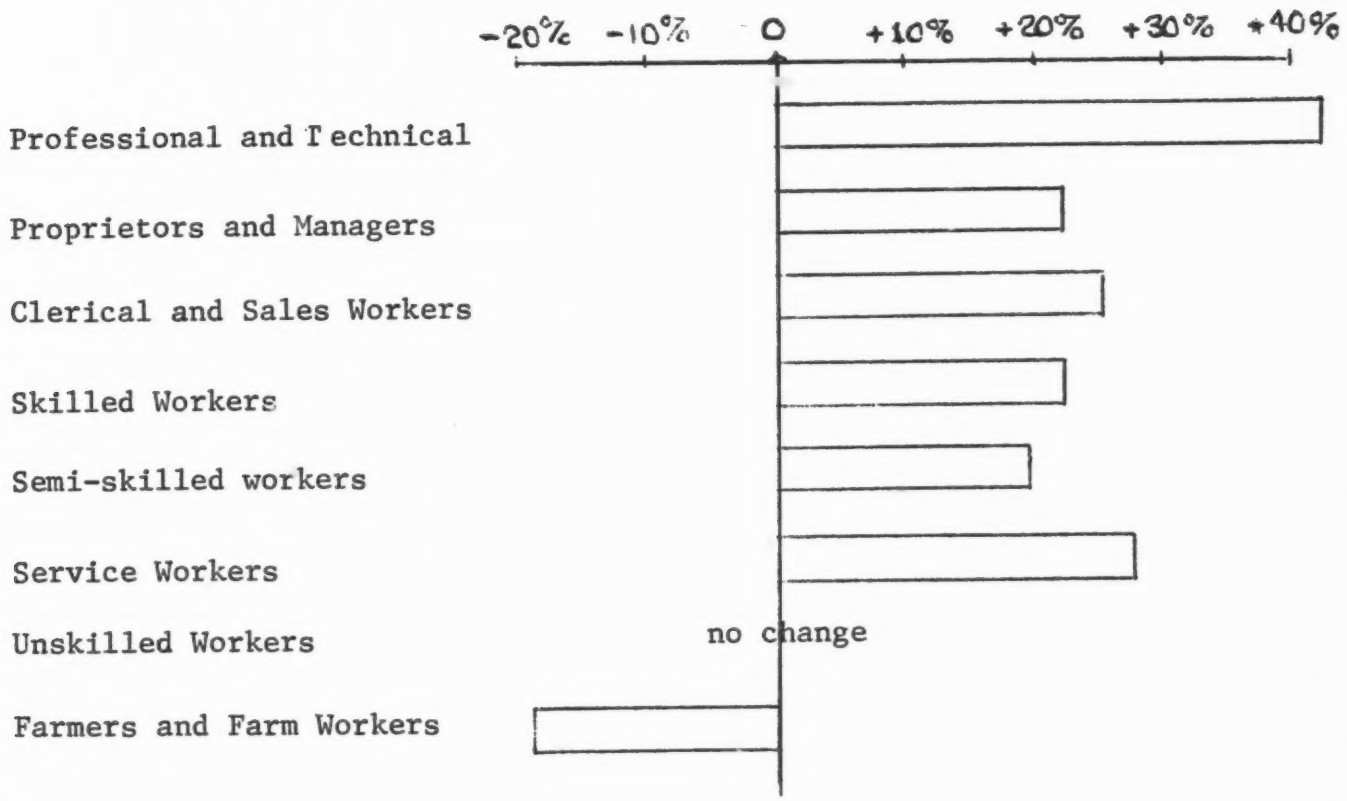
PETROLEUM INDUSTRY *



* *How to Get Along With Automation*, p. 185.

APPENDIX E

LABOR ESTIMATES FOR 1970*



* *The Automation Age*, p. 147

APPENDIX F

Country A
Country B
Country C
Country D

by

Location
Size
Government
Economics
Resources
Population
Military

Country A:

Location = To the east, bordering Country B

Size = The largest of the four countries

Government = Powerful monarch, unpopular

Economics = Poor, with some industry, mostly based on agriculture

Resources = Large quantities of minerals, mostly undeveloped; little capital

Population = Very large, but uneducated and lacking in technical skills

Military = Large army, poorly equipped and organized

Country B:

Location = Between Countries A and D

Size = About one quarter the area of Country A

Government = Powerful king, supported by wealthy industrialists; has popular support

Economics = Wealthy, highly industrialized; has several colonies overseas; needs to expand its possessions

Resources = Has some mineral resources, but must import to maintain its industries

Population = About one-half that of Country A in numbers; highly skilled and educated

Military = Large, efficient, well-organized and equipped army; fast-growing and powerful Navy

Country C:

Location = An island to the west of other countries

Size = One-third the size of Country D

Government = Democracy, popular and stable

Economics = Very wealthy, highly industrialized, and has a large overseas empire

Resources = Little in home country, but a large quantity and variety of natural resources in empire; capital in large quantities

Population = About the same size as Country B; highly skilled and educated

Military = Not as large as others, but efficient and well-equipped; spread about the empire; large Navy also spread about the empire

Country D:

Location = On the west of Country B and across a small body of water from Country C

Size = About the same as Country B

Government = Democracy; popular but not so stable as C

Economics = Industrialized, but relies mostly on agriculture

Resources = Rich deposits of iron and coal; has a large overseas empire which supplies quantities of needed resources, good supply of capital

Population = About the size of Country B; fairly well-educated and skilled

Military = Large efficient army, not so well-equipped as B's but very brave and spirited; has lost a recent war with Country B, which included loss of territory to B

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The books listed below are those books referred to in the learning activities and are both textbooks and general trade books. While all the books were carefully selected, no bibliography can be complete, and if appropriate books are available but not listed, they should be used. The individual teacher is ni the best position to determine suitability of books for a particular class.

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Quiet Rebels: Four Puerto Rican Leaders. New York: Doubleday-Zenith, 1968 V

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Weinberg, Kenneth
Black Victory: Carl Stokes and the Winning of Cleveland. New York: Quadrangle Books, 1969 V

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Captains of Industry. New York: Harper & Row, 1966 IV

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Witte, Eva Knox
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Young, Bob and Jan
Across the Tracks. New York: Julian Messner, 1958 V

AUDIO-VISUAL MATERIALS

The motion pictures, filmstrips, and study prints listed below are those materials referred to in the learning activities. While all materials were carefully selected, no listing can be complete, and if appropriate films, filmstrips, or study prints, are available but not listed, they should be used. The individual teacher is in the best position to determine the suitability of materials for a particular class.

The Roman numerals indicate the Unit in which the film, filmstrip, or study print is used.

* *Affluent Society of the 18th Century, The.* New York: Life, filmstrip — I

Afro-American's Life from 1770-1861, "The Black American American" series. Chicago: Alpha Corp. of America, filmstrip — V

After the War, "North Against South" Series. New York: Modern Learning Aids, filmstrip — V

Age of Discovery. New York: McGraw-Hill Text Films, motion picture — I

"America Becomes a World Power" Series. New York: Modern Learning Aids, filmstrip — VI

* "American Indian Series, The." Pleasantville, N.Y.: Warren Schloat filmstrip — III

American Indian Growing Up, The, "American Indian Series." Pleasantville, N.Y.: Warren Schloat, filmstrip — III

American West, The, "Documentary Photo Aids" Series. Through Social Studies School Services, Inglewood, Calif. — III

Andrew Carnegie: Age of Steel. New York: Random House Landmark, filmstrip — IV

Andrew Carnegie, "Builders of America." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip — III

Andrew Jackson, "Leaders of America" Series. Chicago: EBF Enclyclopedia Britannica Educ. Corp., filmstrip — III

Anthony Lives in Watts, "Ghettos of America" Series. Pleasantville, N.Y.: Warren Schloat, filmstrip and record — Opener, V

* *Articles of Confederation,* "Birth of a Nation" Series. New York: Modern Learning Aids, filmstrip — II

Arts and Culture of the American Indian, "American Indian" Series. Pleasantville, N.Y., filmstrip — III

* *Background of the Civil War,* Los Angeles: Bailey Films, motion picture — III

Benjamin Franklin, "Founders of America" Series Chicago: EBF Encyclopedia Britannica Educ. Corp., Filmstrip — I

Big Business, "Big Business and Labor." New York: Modern Learning Aids, filmstrip — IV

"Big Business and Labor Series." New York: Modern Learning Aids, filmstrip — IV

*"Bill of Rights Background Series." Pleasantville, N.Y.: Wasp Filmstrips, filmstrip — I

"Birth of a Nation Series." New York: Modern Learning Aids, filmstrips — II

Birth of Unions, The, "Developing New Resources." New York: Modern Learning Aids, filmstrip — IV

"Black American, The Series." Chicago: Alpha Corp. of America, filmstrip — V

Black Codes, The, "Separate and Unequal." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip — V

Black Consciousness, "Rush Toward Freedom" Series. Pleasantville, N.Y.: Warren Schloat, filmstrip — V

* *Black People in the Civil War,* "Chains of Slavery" Series. Chicago: EBF Encyclopedia Brittanica Educ. Corp. filmstrip — III

* Those materials marked with an asterisk are very important in teaching the unit.

Black People in the North 1900, "Separate and Unequal" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip V

Black People in the South 1877-1900, "Separate and Unequal" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip V

Boston Tea Party, "War of Independence" Series. Chicago: EBF Encyclopedia Brittanica Educ. Corp., filmstrips II

Brother Against Brother, "North Against South" Series. New York: Modern Learning Aids, filmstrip III

"Builders of America" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip IV

Building of the Erie Canal, "Growth of the Nation 1790-1860" Series. EBF Encyclopedia Britannica Educ. Corp., filmstrip III

Burden of Responsibility 1945-1953, "United States as World Leader, The" Series 7. New York: Educational Audio Visual, study kit VI

Bunker Hill, "War for Independence" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

Causes of the Civil War, "Civil War" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip III

Chicago Midland Metropolis. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture IV

"Chains of Slavery Series"" Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip III

City Planning, "Big Business and Labor" Series. New York: Modern Learning Aids, filmstrip IV

Civil War and Reconstruction, "Black American, The" Series. Chicago: Alpha Corp. of America, filmstrip V

Civil War Background Issues, Chicago: Coronet Films, motion picture III

"Colonial America Series." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrips II

"ColonialAmerica Series." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

* *Commodore Perry and the Opening of Japan*,"Landmark" Series. New York: Random House, filmstrip VI

Competition, "Our Economic Systems" Series. Filmstrip House through Social Studies School Service, Inglewood, Calif., filmstrip IV

Compromise of 1850, "Roots of War" Series. New York: Modern Learning Aids, filmstrip III

Confrontation, "Rush Toward Freedom" Series. Pleasantville, N.Y.: Warren Schloat, filmstrip V

* *Consolidation in Steel*, Big Business and Labor." New York: Modern Learning Aids, filmstrip IV

* *Constitution, The*, "Birth of a Nation" Series. New York: Modern Learning Aids, filmstrip II

Constitution, The, "Our Federal Government" Series. New York: Young America Films, McGraw-Hill Dist., filmstrip II

Crossing the Delaware, "War for Independence" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

Daniel Webster, "Leaders of America" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip III

* *Dawn of the American Revolution*. Chicago: Coronet Films, motion picture II

"Developing New Resources Series." New York: Modern Learning Aids, filmstrip IV

Direct Action, "Rush Toward Freedom" Series. Pleasantville, N.Y.: Warren Schloat, filmstrip V

Division: A Simulation of the Divisive Issues of the 1850's and the Crisis Election of 1860. Through: Social Studies School Services, Inglewood, Calif. III

"Documentary Photo Aids Series, 3 - Civil War." Through: Social Studies School Service, Inglewood, Calif. III

Dred Scott, "North Against South" Series. New York: Modern Learning Aids, filmstrip III

* Those materials marked with an asterisk are very important in teaching the unit.

Early Labor Relations, "Developing New Resources" Series. New York: Modern Learning Aids, filmstrip IV

* *Emerging Sectionalsim*, "The Roots of War" Series. New York: Modern Learning Aids, filmstrip III

Education for Free Negroes, "North Against South" Series. New York: Modern Learning Aids, filmstrip V

Entering the World Scene: To 1913, "United States as World Leader, 1" Series. New York: Educational Audio Visual, study kit VI

Farming Organizations, "Developing New Resources" Series. New York: Modern Learning Aids, filmstrip IV

Fight to Get Trial by Jury, "Bill of Rights Back ground" Series. Pleasantville, N.Y.: Wasp Filmstrips, filmstrip II

* "Folksongs in American History Series." Pleasantville, N.Y.: Warren Schloat, filmstrip and record I

"Folk Songs and the Declaration of Independence" Series, Part 1. Pleasantville, N.Y. Warren Schloat, recordings and filmstrips II

"Founder of America Series." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

French and Indian War, "Separate Colonies" Series. New York: Modern Learning Aids, filmstrip II

French and Indian War, "Colonial America" Series. Chicago: EBF Encylopedia Britannica Educ. Corp., filmstrip II

Gathering Storm, The, 1933-1941, "United States as World Leader, The, 5" Series. New York: Educational Audio Visual, study kit VI

George Washington, "Founder of America" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

Ghettos of America. Pleasantville, N.Y.: Warren Schloat, study kit V

Give Us the Ballot, "Rush Toward Freedom" Series Pleasantville, N.Y.: Warren Schloat, filmstrip V

* *Growth of Big Business*, "Developing New Resources" Series. New York: Modern Learning Aids, filmstrip IV

* *Growth of the Labor Movement, The* Pleasantville, N.Y.: Guidance Associates, study kit IV

"Growth of the Nation: 1790-1860 Series." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip III

"Growth of Freedom Series." New York: Modern Learning Aids, filmstrips III

Harper's Ferry, "North Against South" Series. New York: Modern Learning Aids, filmstrip III

Harriet Tubman, "Chains of Slavery" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip III

"History of the American Negro, The, Series." New York: McGraw-Hill Text Films, filmstrip V

How a Juror Was Chosen, "Bill of Rights Background" Series. Pleasantville, N.Y.: Wasp Filmstrip, filmstrip II

House of Representatives, The, "Our Federal Government Series." New York: Young America Films, McGraw-Hill Dist., filmstrip II

Imperialism: Building An Empire, "America Becomes a World Power" Series. New York: Modern Learning Aids, filmstrip VI

Ishi in Two Worlds. New York: McGraw-Hill Text Films, motion picture III

It's Everybody's Business. Washington, D.C.: U.S. Chamber of Commerce, motion picture IV

Jackdaw Kit, JD6. Through: Social Studies School Service, Inglewood, Calif. III

Jackson's Indian Policy, "Growth of Freedom" Series. New York: Modern Learning Aids, filmstrip III

Jackson and the Banks, "Growth of Freedom" Series. New York: Modern Learning Aids, filmstrip III

Jefferson, Thomas, "Founders of America" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

* Those materials marked with an asterisk are very important in teaching the unit.

Jerry Lives in Harlem, "Ghettos of America" Series. Pleasantville, N.Y.: Warren Schloat, filmstrip and record V

John C. Calhoun, "Leaders of America" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip III

John C. Calhoun: Spokesman for the South, "Growth of the Nation: 1790-1860" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip III

* *John Yankee: John Adams and The Boston Massacre.* New York: Teaching Films Custodians, motion picture II

Judicial Branch, The, New York: Young America Films, McGraw-Hill Dist., filmstrip II

"Landmark Series." New York: Random House, filmstrip VI

Laws That Protect People from People, "Bill of Rights Background" Series. Pleasantville, N.Y.: Wasp Filmstrips, filmstrip II

"Leaders of America Series." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip III

Loyalists and Patriots, "Birth of a Nation" Series. New York: Modern Learning Aids, filmstrip II

* *Massacre and Propaganda*, "Birth of a Nation" Series. New York: Modern Learning Aids, filmstrip II

* "Minorities Have Made America Great Series." Pleasantville, N.Y.: Warren Schloat, study kit V

Monroe Doctrine, The, "Landmark Series." New York: Random House, filmstrip VI

Navigation: Tool of Discovery. Los Angeles: Stanton Films, motion picture I

Negroes: Reconstruction to the Present, "Minorities Have Made America Great" Series. Pleasantville, N.Y.: Warren Schloat, filmstrip V

Negro in the Civil War and Reconstruction, The, "History of the American Negro, The" Series. New York: McGraw-Hill Text Films, filmstrip V

Negro in the Gilded Age, The, "History of the American Negro" Series. New York: McGraw-Hill Text Films, filmstrip V

* *New World, The.* New York: Life book and record I

New Ways West, "Growth of Freedom" Series. New York: Modern Learning Aids, filmstrip III

"North Against South Series." New York: Modern Learning Aids, filmstrips III

Open Door Policy, "America Becomes a World Power" Series. New York: Modern Learning Aids, filmstrip VI

"Our Economic Systems Series." Through: Social Studies School Service, Inglewood, Calif., filmstrip IV

Over the Edge, "Rush Toward Freedom" Series. Pleasantville, N.Y.: Warren Schloat, filmstrip V

Plantation South. Chicago: EBF Encyclopedia Britannica Educ. Corp., motion picture III

Population Growth, 1800-1960, Unit V, Teaching Transparencies Series No. 30010, " U.S. Growth and Expansion." Chicago: EBF Encyclopedia Britannica Educ. Corp., Transparency II IV

Population Patterns in the United States. Chicago: Coronet Films, motion picture IV

* *Practical World of the Colonists, The.* New York Life Filmstrips, filmstrip I

Prairie, The, "Growth of Freedom" Series. New York: Modern Learning Aids, filmstrips III

Presidency, The, "Our Federal Government" Series. New York: Young America Films, McGraw-Hill Dist., filmstrip II

Railroad Builders. Chicago: EBF Enclyclopedia Britannica Educ. Corp., motion picture III

Reconstruction After the War, "North Against South" Series. New York: Modern Learning Aids, filmstrip V

* *Regulating Big Business*, "Big Business and Labor" Series. New York: Modern Learning Aids, filmstrip IV

* Those materials marked with an asterisk are very important in teaching the unit.

Religions of the American Indian, "American Indian" Series. Pleasantville, N.Y.: Warren Schloat, filmstrip III

Revere, Paul, and the Minute Men, "U.S. History Group I" Series. Lakeland, Fla.: Imperial Films, filmstrip II

Revolutionary War, "Folk Songs in American History, Set I." Pleasantville, N.Y.: Warren Schloat, recordings and filmstrips II

* *Rise of the Industrial Northeast*. "Growth of the Nation, 1790-1860" Series. Chicago: Encyclopedia Britannica Educ. Corp., filmstrip III

Road to War, The: to 1917, "United States as World Leader, The, 1" Series. New York: Educational Audio Visual, study kit VI

Rockefeller, J.D., "Big Business and Labor" Series. New York: Modern Learning Aids, filmstrip IV

* *Role of Government*, "Our Economic Systems" Series. Filmstrip House through Social Studies School Service, Inglewood, Calif., filmstrip IV

"The Roots of War Series." New York: Modern Learning Aids, filmstrip III

"Rush Toward Freedom Series." Pleasantville, N.Y.: Warren Schloat, filmstrip V

Saratoga, "War of Independence" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

Seeking Improvement, "Big Business and Labor" Series. New York: Modern Learning Aids, filmstrip IV

Senate, The, "Our Federal Government" Series. New York: Young America Films, McGraw-Hill Dist., filmstrip II

"Separate and Unequal Series." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip V

Separate But Equal, "Separate and Unequal" Series Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip V

"Separate Colonies Series." New York: Modern Learning Aids, filmstrips II

Shot Heard Round the World, "War for Ind ndence" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

Slavery in the Growing American Republic. Bloomington, Ind.: NET, motion picture V

Soldiers of the Revolution. Los Angeles: Churchill Films, motion picture II

Some of the Boys. Northbook, ILL.: Hank Newhouse, motion picture III

Sounds of History, The, Record 2. Declaration of Independence. Morristown, N.J.: Silver-Burdett II

Southern Plantation, The, "Growth of the Nation, 1790-1860" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip III

Tahtonka - Plains Indian Buffalo Culture, Northbrook, Ill: Hank Newhouse, motion picture III

Taxation Without Representation, "War for Independence" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip II

"They Have Overcome Series." Pleasantville, N.Y.: Warren Schloat, filmstrip V

Threshold of Equality, "History of the American Negro" Series. New York: McGraw-Hill Text Films, filmstrip V

* *True Story of the Civil War, The*. New York. McGraw-Hill Text Films, III

Turner, Nat, "The Roots of War" Series. New York: Modern Learning Aids, filmstrip III

Turner's, Nat, Rebellion, "Chains of Slavery" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip III

* *U.S. Colonialism*, "America Becomes a World Power" Series. New York: Modern Learning Aids, filmstrip VI

"U.S. History Group I Series." Lakeland, Fla.: Imperial Films, filmstrips II

Uneasy Coexistence 1953-1963, "United States as World Leader, The, 8" Series. New York: Educational Audio Visual, Study kit VI

* Those materials marked with an asterisk are very important in teaching the unit.

Valley Forge, "War for Independence" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip — II

"War for Independence Series." Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip — II

What Happens When an Arrest is Made?, "Bill of Rights Background" Series. Pleasantville, N.Y., filmstrip — II

* *Why the New World Was Explored.* Los Angeles: Film Associates, motion picture — I

Winter at Valley Forge, The, "U.S. History, Group I" Series. Lakeland, Fla.: Imperial Films, filmstrips — II

Wilson, Woodrow. New York: McGraw-Hill Text films, motion picture — VI

World War II, 1941-1945, "United States as World Leader, The 6" Series. New York: Educational Audio Visual, study kit — VI

You and Self-Government, "Our Federal Government" Series. New York: Young America Films, Mc-Graw-Hill Dist., filmstrip — II

Zenger, Peter: Struggle for a Free Press, "Colonial America" Series. Chicago: EBF Encyclopedia Britannica Educ. Corp., filmstrip — II

* Those materials marked with an asterisk are very important in teaching the unit.